

An Analysis of Selected Aspects of Undergraduate
Programs in Teacher Education Provided in Florida
Colleges and Universities for the Preparation of
Teachers for the Elementary School

By
ROY E. DWYER

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To the memory of
Dr. Kate V. Wofford

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CHAPTER I

INTRODUCTION AND BACKGROUND

Teacher education in the United States is currently under closer scrutiny, and is of greater concern on a national level than ever before in the history of this country. In all media of communication, education has taken a prominent place among the topics and issues considered. In the newspapers and in the popular magazines that have national circulation, articles attacking or defending schools and teaching are common. In many of these articles, teacher education is explicitly treated; in most of them, some or all of the aspects of teacher education are implied. Despite the disparate viewpoints that are reflected in both the formulations and proposed solutions of many problems, there is common agreement as to the importance of education in our way of life. The need for more schools and more and better prepared teachers is universally expressed.

While many factors are operative in the current focusing of attention upon education, two of them are particularly pertinent to the task of teacher education in relation to the composite picture. These are the ever-increasing school population and the current period of economic prosperity. Stinnett maintains that the former factor presents an "overwhelming burden" to teacher education. "Teacher education is at the crossroads because of the sheer weight of numbers, the staggering magnitude of the task which lies ahead, both for the public school system and

for those who must supply the needed teachers for this system."¹

The relationship of concern about teacher education in this country to periods of economic prosperity and depression has long been known. Teacher shortages have been prevalent during periods of prosperity, and teacher surpluses exist during times of depression. History seems monotonously to repeat itself in this respect. Following World War I, the shortage of teachers was so serious that teachers were recruited from boys and girls who had not completed high school; temporary certificates were issued freely, standards were relaxed. Yet less than ten years later an equally serious oversupply of teachers was reported.²

The depression years from 1930 to 1939 produced more teachers than teaching positions, and the post World War II period presented more positions than there were available teachers to fill them. Because of the continued operation of both factors of economic prosperity and increasing school population, teacher shortages have continued and public and professional concern in education has remained at a high level. That this concern should focus on teacher education was an inevitable outcome.³

Public concern over teacher education has been accompanied by an even greater concern within the institutions that prepare teachers

¹M. Stinnett, Executive Secretary, National Commission on Teacher Education and Professional Standards, "Teacher Education at the Crossroads" (Address before the Southern Council on Teacher Education at Memphis, Tennessee, December 2, 1953, Southern Council on Education), p. 3. (Mimeographed.)

²Edward S. Evenden, Guy C. Gamble, and Harold G. Blue, "Teacher Personnel in the United States," National Survey of the Education of Teachers, II (Bulletin 1933, No. 10), 74 ff.

³Stinnett, op. cit., p. 3.

and in the professional organizations that deal with one or all of the phases of teacher education. This renewed interest and greater participation holds promise of progress towards the goals of better understanding and greater cooperation both within institutions and among institutions that prepare teachers. Zirbes points up the problem as follows:

Separate organizations of persons interested in particular functions in teacher education are getting together and working together, and this gives some prospect of a less piecemeal approach and a concern for more basic problems. This is a timely recognition of the limitations of organizational effort that brings the same small homogeneous coterie of devoted members together year after year for the promotion of projects concerned with the improvement of special functions, out of relation to similar groups and other forces in the same field.¹

In the recent White House Conference on Education, held in Washington, D. C., November 28 to December 1, 1955, particular attention was given to teacher education. In her report on Topic IV, "How Can We Get Enough Good Teachers--and Keep Them?" Mrs. Harold J. Fallon indicates a means of increasing the supply of good teachers.

Another avenue of approach is improving the programs of teacher preparation. This would include strong programs of general education and a professional program keyed to professional problems and responsibilities as well as motivation for continued study after appointment.²

The National Commission on Teacher Education and Professional Standards deserves mention here for its role in focusing national attention on problems in teacher education and in effecting cross-organizational cooperation in solving these problems. The National Commission

¹Laura Zirbes, Teachers for Today's Schools, Prepared for the Association for Supervision and Curriculum Development, National Education Association (Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1951), pp. 80-81.

²The Reports of the White House Conference on Education, Washington, D. C., November 28 - December 1, 1955, p. 12.

on Teacher Education and Professional Standards was created by action of the National Education Association Representative Assembly in Buffalo, New York, on July 2, 1946. It was charged with the following responsibilities:

To carry forward for the profession a continuing program of improvement of standards for the selection, preparation, certification, and in-service growth of teachers, as well as standards for institutions which prepare teachers.¹

In March, 1950, the National Commission on Teacher Education and Professional Standards inaugurated *The Journal of Teacher Education*. Published quarterly, this is the only national journal devoted exclusively to the interest of teacher education.

The Commission, working with other professional groups, established the National Council for Accreditation of Teacher Education which then, July 1, 1954, assumed the accrediting function of the American Association of Colleges for Teacher Education. The roots of the movement began with the American Association of Colleges for Teacher Education, which had served as an accrediting agency since 1927, in seeking to broaden committee representation to include all segments of the profession.²

Growing national concern in teacher education has been paralleled on the regional, state, and local levels. The work of the American Council on Education in fostering the implementation of program development in teacher education illustrates the joining of national and local forces.³

¹National Commission on Teacher Education and Professional Standards, *The Crucial Years: 1955 Annual Report to the Profession*, National Education Association, Washington 6, D. C., 1955, p. 11. (Planographed.) 29 pp.

²Prior to 1948 the American Association of Colleges for Teacher Education was known as the American Association of Teachers Colleges.

³American Council on Education, *The Improvement of Teacher Education* (Washington, D. C.: National Education Association, 1946), 283 pp.

Illustrative of regional cooperation is the Southern Council on Teacher Education, created in December, 1952, by action of the Southern Association of Colleges and Secondary Schools. One of its publications presents a progress report of teacher education in the southern states.¹ On the state and local levels, primary impetus for the improvement of teacher education has stemmed from state departments of education and from state teacher education advisory councils.

The bases on which our present curricula for the education of teachers were built point up an ever-present need for evaluation and study of all of its aspects and practices.

Most present programs, it should be realized, were developed piecemeal, in the light of dubious precedents, and in the face of inhibiting resistances and pressures. These programs were extended more or less opportunistically and adjusted from time to time in response to diverse influences and demands in ways that were deemed feasible or expedient in the light of previous commitments and available resources.²

This chance evolution of teacher education programs, based on tradition and the expeditious meeting of immediate needs rather than by research, has led to severe criticisms of existing programs. It has been proclaimed that the curriculum for teacher education has undergone little fundamental change within the present century; and further, that there is no curriculum for teacher education in the same sense that there is a curriculum for law, medicine, dentistry, or pharmacy.³

¹The Southern Council on Teacher Education, Teacher Education in the Southern States (Southern Council on Teacher Education, March, 1955), 18 pp. (Mimeographed.)

²Laura Zirbes, op. cit., p. 68.

³National Council for Teacher Education and Professional Standards, Teacher Education: The Decade Ahead, The DeKalb Conference Report (Washington, D. C.: National Education Association, 1955), p. 46.

With the great number of factors influencing the development of teacher education programs, and the almost limitless possibility in variation in the configurations of these factors on the local level, it is not surprising that uniform curricula have not evolved. While many common aspects are known to exist, there has been a tendency to stress the differences rather than the common features in teacher education programs.

The state university, the state colleges for teachers and the privately controlled universities and colleges within the state are all usually preparing teachers, the majority of whom hope to be employed in the area. These institutions have, therefore, much in common; yet they often have few contacts with one another and are prone to be more sensitive to their differences than to their likenesses.¹

While program diversity in teacher education curricula within a state may be considered worthwhile, diversity per se is of little value. Inter-college cooperation should encompass more than a superficial sharing of ideas. It should not seek conformity to standard practices as a goal. Yet if these diversities in practices are not shared, understood, and justified in the light of sound principles, there is a real danger of having uniformity legislated. That research is needed concerning the problems arising from differences in teacher education programs is indicated by the following statement.

In the area of administrative practices, high priority should be given to research on the problems arising from the fact that most states have several institutions engaged in teacher education. It seems difficult for state legislators to understand why these colleges are different, why they have different curricula leading to the same degree, different standards for admission and graduation, and different departments and facilities (i.e., one has a psycho-educational clinic and others not). There seems a strong

¹American Council on Education, The Improvement of Teacher Education: A Final Report by the Commission on Teacher Education (Washington, D. C.: The National Education Association, 1946), p. 44.

tendency on the part of state legislators to want to make all teachers colleges in the state conform to a standard pattern.¹

Obviously, uniformity in programs for the preparation of teachers is not a goal to be sought. But diversified offerings without evaluation may result in peripheral quibbling about specific practices with no real bases for the clarification of the important underlying issues. A clear picture of current programs, with analyses of practices and problems, is needed. The need for more analytical research relative to both over-all institutional practices and to separate phases of the teacher education program has been pointed out by the American Association of Colleges for Teacher Education.² Such research studies are also needed to give more significance to follow-up studies, which represent the culmination of evaluation at the pre-service level.³

Need for the Study in Florida

Teacher education is a rapidly increasing concern of Florida colleges and universities. Despite expanded facilities, these institutions fall far short of producing enough teachers to serve the needs of this rapidly growing state. Concern with the quantity of teachers produced should not take precedence over concern with the quality of the preparation given in these pre-service programs. A profitable evaluation of the quality of the preparation provided, however, is difficult

¹American Association of Colleges for Teacher Education, The Eighth Yearbook (The Association, 1955), p. 97.

²Bulletin No. 2, AACTE Study Series, Needed Research in Teacher Education (American Association of Colleges for Teacher Education, 1954), p. 20.

³Maurice E. Troyer and Robert C. Pace, Evaluation in Teacher Education, Prepared for the Commission on Teacher Education (Washington, D. C.: American Council on Education, 1944), p. 232.

if not impossible until a comprehensive picture of the present programs of preparation is presented and analyzed. A logical first step in the evaluative process is to find out where we are now in order to provide bases for the consideration of change. No comprehensive study of the teacher education programs for the preparation of elementary teachers in the state of Florida has ever been made.

Several factors make the current study both timely and important:

1. All of the institutions in Florida which prepare teachers are multi-purpose colleges or universities. The development of their departments of education is not typical. In most sections of the country, Normal Schools have evolved first into Teachers Colleges, then into multi-purpose colleges and universities. A review of the history of teacher education in the state of Florida revealed such a multiplicity in the creation and abandonment of institutions of higher learning that the identification of any of the normal schools with any of the existing institutions seems difficult to justify.

2. The current evaluations of programs for teacher education for accreditation by the State Department of Education are not made in all of the institutions either by a common body or by a common procedure. Four of the institutions are members of the American Association of Colleges for Teacher Education. These four are evaluated by the Association's visiting committee, composed of out-of-state members as well as state members. The remaining seven institutions are evaluated for accreditation by a committee from the State Department of Education. These committees do not visit the member institutions of the American Association of Colleges for Teacher Education. The State Department accepts the evaluation of this body as a basis for accrediting those institutions'

teacher-education programs.

3. Lines of communication that lead to the sharing of ideas or to state-wide evaluation of teacher education are limited. This is particularly true between the Negro and the White institutions.

4. No research in teacher education in the state of Florida involving survey of aspects of programs has included all of the institutions within the state engaged in preparing teachers.

5. It is possible for sudden changes in teacher education programs to be made as a result of legislative action regarding state certification regulations.

The problems implicit in these conditions have been considered by organizations and groups within the state. Foremost among these is the Florida Teacher Education Advisory Council, established by the Florida Legislature "to aid in developing desirable standards and particularly to assist in the improvement of teacher and administrator education in the State."¹ Represented in the Advisory Council's membership are: eight institutions of higher learning in the State; the General Extension Division; the Florida Education Association; the parochial schools; the junior colleges; the public schools; and the State Department of Education. Particularly significant among the Council's accomplishments are: (1) the development of the standards for teacher certification; and (2) the development of the standards for the approval of teacher education programs and institutions.

Contributions to inter-institutional understanding and cooperation have been made by other groups who have met to discuss certain aspects of programs of teacher education. The Association for Student

¹Section 231.10, Florida Statutes.

Teaching, a small group consisting of voluntary members, meets yearly at the time and place of the state meeting of the Florida Education Association. There have also been voluntary groups comprised of staff members from two or more institutions who have met to discuss common problems. In most cases the major concerns have been problems related to the internship programs.

While a comprehensive study of all aspects of the preparation of all teachers in the state of Florida would be extremely valuable at this time, the present study will not attempt to do the complete task. For the type of analysis being made, consideration of the preparation of elementary school teachers only is most profitable. The extreme diversity in the preparation of secondary school teachers makes the consideration of programs in this area sufficient content for another and separate study.

In the state of Florida there have been no evaluative follow-up studies of beginning teachers that have had significant feed-back aspects for program change in teacher education curricula at the pre-service level. For these studies to be made, cooperation and understanding among school personnel is essential. If such studies are to include the graduates from a number of institutions, then inter-college cooperation and understanding are also to be desired. The present study should satisfy a need in the state of Florida by providing a basis for the needed inter-college relationship. It should also provide a sound basis for proceeding with evaluative assessments of curricula that are now under way or are being planned for the near future.

The Purpose

It is the purpose of this study to investigate and analyze the

status of selected aspects of undergraduate programs provided by eleven Florida colleges and universities for the preparation of elementary school teachers, and to determine major problems in the programs as seen by personnel of these institutions. Criteria pertinent to the aspects investigated, stated as Guiding Principles, will be formulated. These Guiding Principles will provide a basis for the drawing of meaningful implications for the improvement of undergraduate elementary teacher education programs.

The Problem

The problem for this study, therefore, is to seek answers to a cluster of questions that will serve, within the limitations established, the purposes stated. These questions are:

1. Within the limitations of those aspects investigated, what is the current status of the preparation of elementary school teachers in eleven institutions in Florida?
2. To what degree do the aspects studied meet the criteria for the pre-service preparation of elementary school teachers as established by the Guiding Principles?
3. What are the major problems in the preparation of teachers for the elementary school as identified by personnel in the participating colleges and universities?
4. Do the institutions have long-range programs for the evaluation of those aspects investigated?
5. Are there evident and discernible impediments to program change in the institutions studied?
6. What implications for the improvement of the pre-service preparation of elementary school teachers can be drawn?

Delimitations

1. The study will be limited to those Florida institutions that have four-year programs that qualify students for a Florida Graduate State Certificate.
2. The study will be limited to those programs that enable the student to be certified to teach the "Elementary School Course."
3. The study will be limited to those aspects of the teacher education programs listed under "Scope of the Study."

Definition of Terms

1. Student Teaching or Internship is that period of guided teaching when the student takes an increasing responsibility for the work of learners, normally in a classroom, over a period of consecutive weeks.
2. Participation is that phase of laboratory experience in which the prospective teacher, under direction, has limited contact with pupils in a class, but does not have full responsibility for teaching.
3. Teacher Education is the total educational program whereby a student is prepared to teach.
4. Professional Courses refers to work in education especially designed to prepare teachers.
5. Department of Education designates the division of the institution (department, school, college) which gives work in education.
6. Cooperating Schools are those public schools used by the institution for providing student teaching, internship, and participation experiences.
7. University Supervisor is the member of the college or university staff who supervises student teachers, interns, or participants.

8. Combination Programs refers to those programs which, in addition to preparing students to teach in the elementary school, also develop another competence. The other competence developed may or may not be such that enables the student to receive state certification to teach in another special field.

Scope of the Study

The following aspects of teacher education programs will be investigated:

1. Extent of offerings
 - a. Types of positions for which certification is obtained
 - b. Number attaining certification requirements in 1952, 1953, 1954, 1955, and 1956
2. Course requirements for students in elementary education
 - a. General education requirements
 - b. Professional education requirements
 - c. Elementary school course requirements
3. Screening and selection of students
 - a. Procedure and organization
 - b. Criteria for admission of students to teacher education programs
 - c. Diagnosis of deficiencies in preparation and qualifications of students
 - d. Placement services
4. Counseling of students
 - a. Procedure and organization
 - b. Provision for remediation

5. Direct experiences with children and youth
 - a. Types
 - b. Administration and organization
 - c. Relation to the instructional program
 - d. Functions of the supervisory staff
 - e. Arrangements with cooperating schools
 - f. Arrangements with cooperating teachers
6. Program evaluation
 - a. Techniques employed
7. Combination programs
 - a. Extent of the use of combination programs
 - b. Factors influencing the use of combination programs
 - c. Staff reactions to the practice of providing combination programs
8. Problems in the pre-service education of elementary school teachers as seen by personnel in the institutions studied
 - a. Combination programs of preparation
 - b. Areas of most concern in meeting state certification requirements
 - c. Screening and selection of students
 - d. Counseling of students
 - e. Direct experiences with children
 - f. Evaluation of pre-service education

Criteria for the Selection of Aspects Studied

This study is not a comprehensive survey and analysis of all of the aspects and important facets of pre-service teacher education in the state of Florida. It is comprehensive in that all of the Florida institutions providing four-year programs for the preparation of elementary

school teachers are included. While the aspects studied are not all-inclusive, they are representative of those areas of major concern.

The selection of the aspects included in the study was based on the following criteria:

1. The separate aspects must be of national concern and interest. This concern must be reflected in publications having wide circulation.
2. The separate aspects must have relevancy to the programs preparing elementary school teachers in all of the institutions.
3. The aspects studied must have relevancy to the organization and administration of teacher education programs. Methods and materials of instruction, the details of course content, and the personal qualities of instructors will not be considered. While these are of obvious significance, their investigation and evaluation are best accomplished at the local level, by personnel directly concerned and most intimately familiar with all their ramifications.

The inclusion of the aspect of combination programs is not fully justified if considered solely in the light of the above. However, in addition to its partial justification by the criteria, it is included here because: (a) there exist great extremes in the state in both its use and in the reactions to the practice; and (b) consideration of this aspect of the preparation of elementary school teachers may result in bringing to light a "hidden problem" in pre-service education programs.

Procedures Used in Collecting Data

A comprehensive study of the literature in the field of teacher education provided the bases for selection of significant aspects in the pre-service preparation of elementary school teachers and for the formu-

lation of the Guiding Principles. Further investigation of the status of teacher education in the state of Florida confirmed the need for a comprehensive survey and critical analysis of certain aspects and practices relative to this preparation.

As the format of the study evolved, techniques for the collecting and treatment of the data were selected. Visits were made to each campus, key personnel were interviewed, and bulletins and all other available printed or mimeographed materials pertaining to the various programs for the preparation of elementary school teachers were collected. These sources provided the data relative to current practices and policies in the institutions studied. For the data relative to problems and problem areas, a questionnaire was devised. This questionnaire was directed to personnel in the institutions studied who had a major responsibility in the programs of pre-service preparation of elementary school teachers. A one hundred per cent response to this questionnaire was realized. Follow-up interviews were held for the purpose of clarification or for obtaining information that had inadvertently been omitted.

The data are presented through the use of tables, figures, and descriptions. Common features and divergences are pointed out in the analysis.

Plan of Presentation

Chapter I presents background information showing the importance of the general area of teacher education, highlights the need for the present study, and projects its significance to teacher education in the state of Florida. The problem for the study is posed in a series of questions. The framework within which the investigation was conducted

is presented in a statement of delimitation, and is further clarified by the presentation of criteria that formed the basis for the selection of specific aspects and practices. Definitions of terms, procedures used in collecting data, and the plan for presentation of the study are included.

Chapter II presents a review of the literature related to the present study. From the presentation and analysis, significant trends in teacher education are pointed up.

Chapter III describes the procedures employed in collecting and analyzing the data and presents descriptions of all the institutions included in the study.

Chapter IV presents and analyzes the data assembled relative to the eight aspects of teacher education programs investigated. The presentation of the data includes tabular, figurative, and descriptive methods. Its analysis points up commonalities and divergences within each of the areas investigated.

Chapter V offers a series of guiding principles for the pre-service preparation of elementary school teachers. They were established in the light of stated criteria that assure consistency in basic philosophy, and are designed for specific application to those aspects and practices of the programs investigated. Following the statement of each principle, evaluative statements are formulated which reflect the degree to which the practices and aspects studied are in accord with the stated principle. These statements are not uniquely applicable to any single institution, but reflect a global consideration of practices in all of the institutions studied.

Chapter VI summarizes the findings of the study by formulating

answers to those questions posed in the statement of the problem. Implications of the study for the improvement of the pre-service preparation of elementary school teachers are drawn. These take the form of recommendations for changes in existing programs and recommendations for further study and research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A careful analysis of several hundred research studies, professional books, and articles in professional periodicals revealed the fact that most of the studies of teacher education programs for undergraduate students have been of the survey type. Only a few studies were experimental.

Some studies of teacher education programs were rather comprehensive in scope; some were intensive studies of a single phase of teacher education. Many of them cut across two or more of the aspects of the current investigation of teacher education. Many of the studies examined proved to be primarily concerned with phases of teacher education that lay outside the scope of the current study and were, therefore, excluded from this review.

In presenting this material, the following categories, based upon the scope and content of the studies, will be used: A. Comprehensive Studies in Teacher Education; B. Studies of Selected Phases of Teacher Education; C. Studies of Teacher Education in Florida; D. Trends and Issues in Teacher Education.

Studies that are pertinent to the present problem reflect two major emphases: (1) description and appraisal of practices in teacher education programs; and (2) recommendations proposed for overcoming problems either specifically stated or inherent in the practices cited.

A. Comprehensive Studies in Teacher Education

Two studies in teacher education, because of their scope and importance, are of particular significance. The first of these, The National Survey of Teacher Education, represents the most extensive fact-finding study in teacher education.¹ The basic motivation for the initiation of this study was the growing surplus of teachers. By 1929, concern over this problem had been voiced by most state superintendents, deans of schools of education, and presidents of normal schools and teachers colleges. The lack of available data needed for the solution of this basic problem led to a unified front in voicing the need for a thorough study of the whole field of teacher education on a national scale. Representatives appointed by the National Association of State Superintendents of Instruction and Commissioners of Education, the National Association of Deans of Schools of Education, and the American Association of Teachers Colleges presented the desirability of a national survey of teacher education to the United States Office of Education. The United States Commissioner of Education, with the aid of these three representatives secured congressional authorization for a three-year study of "the qualifications of teachers in the public schools, the supply of available teachers, the facilities available and needed for teacher training, including courses of study and methods of teaching."² An appropriation of \$200,000 was authorized, and the Survey was begun in July, 1930.

The listed purposes of the Survey were as follows:³

¹National Survey of the Education of Teachers, United States Office of Education, Bulletin 1933, No. 10, 6 Volumes.

²National Survey, Vol. VI, p. 7.

³Op. cit., pp. 10-16.

1. Nation-wide picture of present conditions and practices in the education of teachers.
2. The discovery and clarification of problems and controversial issues.
3. Indication of trends in the education of teachers.
4. The solution of problems or proposals for improving present practices.

Data for the Survey were collected through the use of extensive questionnaires, sent to large samples of the populations studied. These data are presented and analyzed in the six volumes published by the United States Office of Education. While the chief value of the Survey lies in the analytical picture given of contemporary conditions and practices, the recommendations derived from the treatment of the data by the Survey staff are also significant in that they reflect continuing problem areas in the preparation of teachers. Some of the recommendations made were along the following lines:¹

1. There is a basic need for more emphasis upon recruitment, selection, and follow-up guidance programs.
2. Traditionally set standards or practices on such matters as required courses, majors, minors, and electives should be challenged.
3. Greater emphasis should be placed on a functional general education.
4. Desirable professional attitudes should be inculcated.
5. A better professional-technical education is needed.

¹Op. cit., pp. 242-253.

The second major study was the project of the Commission on Teacher Education which followed by a few years the report of the National Survey. The Commission was created by the American Council on Education in 1938 and was formally dissolved in 1944. During the period of its existence, most of its facilities were devoted to an extensive field program. This program included a national cooperative study involving a large number of representative school systems, colleges, universities, and a series of statewide cooperative studies involving teacher education interests in ten states.

Data were provided through careful records of experience, evaluations of outcomes, and periodical reports prepared on the local level and presented to the Commission. Commission staff members kept in close touch with developments in the field and formulated their individual judgments as to the effectiveness of the various experimental projects.

The basic task of the Commission was to promote action on the local level. Hence it was not concerned with controlled experiments or with advancing frontiers of knowledge concerning teacher education. Guides for this work came primarily from the authoritative concepts of leaders in the field of teacher education. The Commission felt that its function should rest in testing hypotheses already developed. It was felt that deliberative pronouncements would be less valuable than a series of reports based on experiences in the field.

The contribution made by the work of the Commission on Teacher Education is two-fold: first, its published reports¹ have added valu-

¹Commission on Teacher Education, Washington, D. C.: American Council on Education, Teachers for Our Times (1944), 178 pp.; Commission on Teacher Education, Washington, D. C.: American Council on Education, Helping Teachers Understand Children (1945), 468 pp.; Commission on

able materials to the literature in the field of teacher education, providing source material and offering guide-lines to those involved in implementing programs in teacher education; and, secondly, the published reports tend to prove the validity of the frame of reference which guided the Commission's work. Anderson and Peik¹ summarized the framework within which the Commission functioned along the following lines:

1. The Commission emphasized institutional responsibility for determining curriculums relevant to the institution's purposes. Hence it made no prescriptions concerning the curriculum most desirable for teacher education for universal application.
2. It emphasized the civic-social role of teachers.
3. It held that the organization of the teacher-education program and the instructional procedures should reflect contemporary understanding of the best educational practices.
4. It held that constant evaluation should play a major role in teacher education and the improvement of the curriculum.

Both of these major studies in teacher education were made during periods of great concern for the quality of education provided in our schools. Each was in part a reflection of concern over the inequality between teacher supply and teacher demand. The former study encompassed a period of serious teacher surplus, the latter a period of

Teacher Education, Washington, D. C.: American Council on Education, The Improvement of Teacher Education (1946), 283 pp.; Maurice E. Troyer and Robert C. Pace, Evaluation in Teacher Education (Washington, D. C.: American Council on Education, 1944), 368 pp.; W. Earl Armstrong, Ernest V. Hollis, and Helen E. Davis, The College and Teacher Education (Washington, D. C.: American Council on Education, 1944), 311 pp.

¹Kenneth E. Anderson and Wesley E. Peik, "Teacher Education," Encyclopedia of Educational Research (1950), p. 1398.

teacher shortage. Both studies were deeply concerned with the quality of teacher education throughout the nation, and both resulted in recommendations for its improvement. Both involved the services of a large sample of leading authorities in the field of teacher education throughout the country.

The National Survey was largely a status study, seeking a comprehensive picture of teacher education in the United States at the time. The work of the Commission on Teacher Education was primarily concerned with the implementation of program change at the local level. Both studies have been criticized for not including experimental research techniques in their work.

It would be impossible to provide accurate and objective measurements of the total impact of these two studies on teacher education in the United States. Yet few would deny their value in: (1) confirming the importance of teacher education in the total educational picture; (2) stimulating the up-grading of teacher education programs; (3) providing guidelines for the implementation of program change in teacher education at the local level; (4) providing impetus to the projection of concern in teacher education to a national level; (5) providing sources of informative data necessary to the clarification of issues in teacher education, and to the identification of problems to be solved.

There have been several studies that have surveyed the programs of large samples of institutions that prepare teachers. These studies have been largely the work of individual investigators, and have been primarily concerned with aspects of organization and evaluation. Stiles,¹

¹Lindsey J. Stiles, "Teacher Education: An All University Function," School and Society, LXII (October, 1945), 220-22.

in a study of 84 representative institutions, sought to discover the extent to which teacher education was an all-university function. In addition to the data obtained from the institutions regarding their practices, he polled a jury of authorities in the field of teacher education as to the desirability of and the means for accomplishing university-wide cooperation in the task of teacher education. Stiles reports that the following conclusions are indicated by his study:

1. Universities do not make adequate administrative provisions for close cooperation between the department or college of education and other departments of the universities.

2. Few universities have recognized the education of prospective teachers as an all-university function.

3. Authorities on teacher education believe that the responsibility for the planning of the program of education for prospective teachers should rest largely with the department of education with cooperation from the various subject-matter departments.

Irwin¹ surveyed opinions of educators in 1937 as to what type of school or organization in a university would make for the most effective selection, preparation, and placement of teachers. He reports a unified stand for a college of education in a university.

But with few exceptions they stress the belief that relatively few members of university faculties or departments are sufficiently interested or informed on the work and problems of public education to determine wisely the policy, program, or services of the university in teacher education. The responsibility for this determination must, in their minds, rest primarily in a professional unit, in a school, faculty, or committee of education. . . .²

¹H. N. Irwin, "The Organization of Teacher-Preparation in a University," Educational Administration and Supervision, XXIII (1932), 454-60.

Ibid., p. 460.

O'Leary¹ investigated certain changing concepts underlying the growth and development of the broader purposes and functions basic to the university study of education. These concepts were formulated from an intensive study of six institutions, selected on the basis of prestige and geographical location. The availability of published aims, functions, and organization of the university schools was a further factor in selection. The data were derived from official university publications and documents such as general histories, reports of presidents and deans, minutes of faculty meetings, and annual registers or catalogs.

O'Leary found that while there was great diversity in practice, there were certain trends observable in all the institutions. From his historical analysis,² O'Leary identified some of the major forces which conditioned their origin and which determined their character.

1. The influence of the democratic ideal.
2. The influence of the founding of chairs and professorships of pedagogy in American institutions.
3. The influence of a growing body of knowledge.
4. The influence of state certification of teachers.
5. The influence of accrediting secondary schools.
6. The influence of the demand for graduate work in teacher education.

In pointing up common trends, O'Leary found that all institutions

¹Timothy F. O'Leary, "An Inquiry into the General Purposes, Functions, and Organization of Selected University Schools of Education with Special Reference to Certain Aspects of their Growth and Development" (Ph.D. dissertation, Catholic University of America Press, Washington, D. C., 1941), 429 pp.

²Op. cit., Chapter I, "Some Conditioning Factors Influencing the Growth of Education as a University Subject," pp. 1-33.

studied had been constantly revising and evaluating their purposes and functions. While this in itself is a common trend, it has had, in addition, the effect of producing more or less common results.

O'Leary concludes that combined scholarship and training are emphasized today more than in the past. Philosophic and scientific points of view, as well as methods and highly specific research aims, are becoming increasingly evident. The most significant tendency, common to all these university schools of education, is the more desirable objective of developing the powers of students to deal constructively with educational problems. This is a definite advance over the policy of earlier years when the stress was placed on the accumulation of credits, narrow training in craftsmanship, the mechanics of teaching, and the mere administration of schools.¹

Clark² studied the course offerings in both professional and non-professional fields in 68 teachers colleges that were selected from member institutions of the American Association of Colleges for Teacher Education. He reports that teachers colleges announcing curriculum changes seem to favor integrated programs both in the general education and in the professional sequences. Yet in most aspects he found wide variations in practices: ". . . the typical teachers college does not exist. Divergence in practice seems to be the rule rather than the exception."³

¹Op. cit., p. 412.

²Leonard H. Clark, "The Curriculum for Elementary Teachers in Sixty-Eight State Teachers Colleges," The Journal of Teacher Education, VI, No. 2, (June, 1955), 114-17.

³Op. cit., p. 117.

Kyte¹ studied the stated aims and functions of divisions of education in forty-one representative universities. He reports a wide variation in these statements. However, some uniformity is noted.

Paramount in the statement of objectives is the concept that divisions of education, whether they are departments, schools, or colleges, have been developed to render educational service. This point is specifically stated or obviously implied in 75 per cent of the 41 published announcements.²

Kyte also reports that while one hundred per cent of the published purposes made specific references to secondary education, only eighty-nine per cent of them made specific reference to elementary education.³

In a recent study, Engleman⁴ sought common elements in teacher education programs. In a nationwide survey of 87 institutions listed by state school officials as superior in teacher education, Engleman found common areas in professional preparation, but considerable deviation in the subject matter fields or disciplines considered essential for the elementary school teacher. He found that three basic professional areas were required in all colleges: educational psychology or human growth and development, curriculum materials and methods, and student teaching.

To select the institutions for his investigation, Engleman wrote to each state school officer requesting that he and his associates indicate two institutions in the state considered superior in training teachers. All state officials responded, but 13 of them named only one institution. The 87 institutions studied represent all 48 states and

¹G. C. Kyte, "Stated Aims and Functions of Divisions of Education in Forty-One Representative Universities," School and Society, I (1939), 378-84.

²Op. cit., p. 378.

³Ibid.

⁴E. Engleman, "Common Elements in Teacher Education Programs," School and Society, VIII (August, 1954), 40-41.

the District of Columbia.

Engleman concluded that there was sufficient similarity of requirements set forth in the 87 colleges and universities to suggest that within the institutions reported as superior for teacher education there existed certain common concepts relative to teacher competencies and to a program most suitable for developing these competencies. He held that the existence of these common concepts should provide leads which will help in establishing sound teacher education programs.¹

There have been several studies, comprehensive in scope, but limited to a state or region. These have been largely of the survey type. While they have contributed little to enlarging understandings of principles, needs, objectives, or problems of teacher education on a global basis, they have considerable value in: (1) providing sound bases for local change; (2) supplying data for comparative analyses on a larger scale; and (3) providing guide lines for similar studies in other regions. A sampling of these studies, selected as being typical, are cited below.

Lawson² reported the findings of a two-year survey study of teacher-training practices in five Illinois state teachers colleges. Four phases of the student's preparation were studied: (1) preparation for student teaching; (2) practices in student teaching; (3) supervision of student teaching; and (4) administration of student teaching. The survey was the work of a committee whose membership included repre-

¹Op. cit., p. 41.

²D. E. Lawson, "Implications of a Survey in Teacher Training Practices in Illinois," Educational Administration and Supervision, XXV (October, 1939), 523-31.

representatives from each of the institutions studied and for which Lawson served as chairman.

The principal findings listed under the four phases studied were:

1. None of the five colleges offered any significant coordination of professional and academic courses taken by the student prior to student teaching.

2. A chief characteristic of actual practice teaching was found to be its routine nature. Traditional classroom presentation was found to be the most common type of teaching.

3. There was great variation in the supervisory practices of the cooperating teachers, and in the procedures followed relative to specific performances required of their student teachers.

4. Considerable variation in specific practice in administering the student teaching program was found, but in all cases a strongly democratic type of control was indicated.

Gates¹ sought to determine the optimum supervisory load for college supervisors of student teachers. The value and frequency of activities of the supervisors were considered, as was the time factor in the supervisor's scheduling problem. Data were obtained through the use of questionnaires, interviews, and diaries kept by supervisors. One hundred one supervisors in teacher education institutions in the State of California, and 32 supervisors at Colorado State College of Education were included in the study.

¹Samuel Gerald Gates, "Professional Activities Performed by College Supervisors of Student Teachers" (Ed.D. dissertation, Stanford University, 1953), 724 pp.; Dissertation Abstracts, XIV (1954), 309-10.

Gates concluded that the maximum number of student teachers that one supervisor can supervise effectively is 18, if supervision constitutes a full load. He further concluded that supervisors receiving three-fourths supervisory load credit may supervise 14.8 student teachers, and supervisors receiving half-load credit may supervise 5.4 student teachers adequately.

Davis¹ sought to determine the effectiveness of the teacher-education program at Wayne University. For this study, data were obtained from questionnaire responses and self-rating scales obtained from 454 graduates, and evaluations of their teaching success from school administrators.

The findings and conclusions reported by Davis seem pertinent only to the program at Wayne University. The following are cited as illustrative of these findings and conclusions:

1. Many graduates were dissatisfied with the guidance service offered throughout their college preparation.
2. Educational orientation courses received low ratings.
3. Considerable overlapping and duplication in course content exist.
4. Student teaching has the most practical value of any specific course in the program.
5. Personality and character are considered to be more vital to successful teaching than academic preparation.

¹Don E. Davis, "An Evaluation of a Pre-Service Program of Teacher Education Based upon the Opinions of In-service Teachers" (Ed.D. dissertation, Wayne University, 1952), 272 pp.; Dissertation Abstracts, XIII, No. 1 (1953), 36.

Schroeder¹ sought to determine placement and follow-up practices that might best be used by the Department of Elementary Education, Teachers College, University of Nebraska. The primary sources of data were the responses to a questionnaire from 741 former students. This questionnaire included inquiries relative to: preservice education, placement and follow-up, no-teaching and teaching experiences, and inservice education.

The following are significant findings reported by Schroeder:

1. Former students at the University of Nebraska considered the weaknesses of their preservice education to have been a lack of (1) enough directed observations, (2) opportunities to work with children, and (3) specific procedures and techniques in methods courses.
2. The majority of students reported that they had not used the services of the University Placement Bureau either before or after accepting their initial teaching position.
3. Approximately half of the former students believed that they would have been helped by field visitations from an Elementary Education staff member during the first year of teaching.
4. During their first teaching experience, more former students have difficulty with instructional materials than with understanding of children's problems or human relationships.

Hendrix² studied eight multi-purpose universities to obtain

¹Raymond Michael Schroeder, "Placement and Follow-Up of Elementary Teachers" (Ed.D. dissertation, University of Nebraska, 1954), 217 pp.; Dissertation Abstracts, XIV, No. 12, 2288.

²Holbert Howard Hendrix, "Elementary School Student Teaching in Selected Multi-Purpose Universities" (Ph.D. dissertation, State University of Iowa, 1954), 646 pp.; Dissertation Abstracts, XIV, No. 10, 1632-33.

information about elementary school student teaching which might have implications for the expansion of the undergraduate elementary education program at the State University of Iowa. Data were gathered by visitations and study of available literature at each institution. Interviews were also used and the persons interviewed were asked what they liked best about their programs of elementary school student teaching, how they would like to improve their programs, and what suggestions they had for expanding the elementary program at the University of Iowa.

From a synthesis of all the data on the eight institutions, Hendrix projected recommendations for expanding the elementary teacher training program at the University of Iowa. His recommendations were: (1) the first two years should consist of general education as required by the College of Liberal Arts, excepting 6 semester hours of introductory professional courses; and (2) 30 semester hours of professional requirements should be taken in the last two years, including 8 semester hours of full-time, off-campus student teaching in the senior year for eight weeks. The balance of this split semester's work would be devoted to workshops in elementary school science, art, and physical education.

B. Studies of Selected Phases of Teacher Education

There have been several studies made of selected phases or aspects of the total programs in teacher education. They are primarily fact-finding, survey studies. They rely heavily on questionnaires to provide data, and they have as their principal foci the identification of trends and the identification of implications for program improvement.

Brink¹ made an extensive study of the administration of student teaching in universities which use the public schools. Forty institutions were studied, 22 of them large state universities and 18 of them privately endowed universities with enrollments of more than 4,000 students. The investigation dealt with: (1) the facilities for student teaching; (2) the supervisory organization for student teaching; and (3) the organization of the course in student teaching.

The outstanding fact disclosed by this study of current practices in the administration of student teaching is the wide diversity of practices. Differences in institutional environment, the number of students preparing for teaching, the size of the supervisory staff, and the number and accessibility of schools unquestionably influence the policies and practices of particular universities.²

In a similar study, Sands³ surveyed the off-campus student teaching practices in 112 institutions. These institutions were selected from member institutions of the American Association of Colleges for Teacher Education which had off-campus student teaching as an integral part of their program in teacher education. Great variations in practices were found. Significant among the specific findings reported were:

1. Sixty per cent of the institutions studied paid cooperating teachers for student teaching privileges. Payment per student teacher per semester ranged from twenty-five to four hundred and fifty dollars. In some cases flat payments were made to Boards of Education for the privilege of placing student teachers in the schools. These payments ranged from five hundred dollars to ten thousand dollars.

¹W. G. Brink, "The Administration of Student Teaching in Universities Which Use the Public Schools," Educational Administration and Supervision, XXXI (1945), 394-402.

²Op. cit., p. 401.

³J. E. Sands, "Off-Campus Student Teaching Practices in 112 Institutions," Education, LXXIII (June, 1953), 636-44.

2. Ninety-one and seven-tenths per cent of the institutions listed certain professional courses as prerequisite to student teaching.

3. Seventy-five per cent of the institutions offered opportunity for student teaching at the end of the junior year or during the entire senior year.

4. Tests employed in the selection of student teachers varied widely. Forty-nine and four-tenths per cent reported tests of some description were used. Fifty and six-tenths per cent reported that no tests were used for the specific purpose of determining admission to the student teaching program.¹

Baughner² studied the organization and administration of practice teaching in privately endowed liberal arts colleges. It was found that the length of the practice teaching course ranged from zero weeks to 54 weeks, and that the clock hour requirements ranged from zero hours to 180 hours.

Stiles³ found that student teaching is most often done near the university. Of the 84 institutions in his study, eighty-eight per cent reported the use of public schools in the city of the university. Thirty-nine per cent of the universities had the cooperation of public schools in other cities.

Davis,⁴ in a study limited to institutions in the State of

¹Ibid.

²Jacob I. Baughner, "Organization and Administration of Practice Teaching in Privately Endowed Colleges of Liberal Arts," Contributions to Education, No. 487 (New York: Teachers College, 1931).

³Lindley J. Stiles, "Organization of Student Teaching in Universities," Journal of Educational Research, XL (May, 1947), 706-12.

⁴John E. Davis, "Professional Education Laboratory Practices in Selected Colleges in Pennsylvania Preparing Teachers for the Public Schools" (unpublished Ph.D. dissertation, University of Pittsburgh, 1954), 186 pp.

Pennsylvania, analyzed the implementation of Standard VI of the American Association of Colleges for Teacher Education. Thirty selected teacher education institutions in Pennsylvania were included, sixteen of them liberal arts colleges, fourteen of them state teachers colleges. The programs in the liberal arts colleges and in the teachers colleges were compared. The major differences in the implementation of the six major aspects of Standard VI were:

1. Professional laboratory experiences were included as an integral part of all four years in the teachers colleges, but only in the last two years of preparation in the liberal arts colleges.

2. Professional laboratory experiences were largely limited to student teaching in the liberal arts colleges, but in the teachers colleges, because of the laboratory schools, they were common to all four years of work.

3. In the teachers colleges, the student teaching period was of eighteen weeks' duration; in the liberal arts colleges it did not exceed nine weeks in most cases.

Seeking to determine the nature and extent of pre-service first-hand experiences, exclusive of student teaching and teacher internship, Callahan¹ analyzed questionnaire responses from 237 institutions throughout the United States. These experiences fell into three major categories. In the order in which they received emphasis, they are: (1) study of the child; (2) classroom instruction and procedures; and (3) study of the school community.

¹Sterling Grundy Callahan, "The Role of Non-Student Teaching First Hand Experiences in Selected Teacher Education Institutions" (unpublished Ed.D. dissertation, University of Virginia, 1953), 522 pp.

Prall¹ indicated that off-campus activities of all kinds have come to the front in recent educational thinking as a result of the efforts to bring theory and practice more closely together in teacher preparation. However, in their questionnaire survey of 125 member institutions of the American Association of Colleges for Teacher Education, Glennon, Weeks, and Ulrich² report that opportunities for readiness experiences prior to student teaching were rare, with admission to student teaching being largely automatic upon the completion of prerequisite courses.

Several studies have been made concerning success in student teaching. Some of these have sought to find predictive factors in experiences prior to the student teaching. Others have sought to relate factors in the student teaching experience to teaching success. Bach³ investigated relationships between success in student teaching and success in the first year of teaching. Little relation between measures of student teaching ability and success in the field was found. It was concluded that critic teachers and principals emphasize different abilities. Robb⁴ investigated the association of several factors with student

¹Charles E. Prall, State Programs for the Improvement of Teacher Education (Washington, D. C.: Commission on Teacher Education, American Council on Education, 1944), p. 228.

²Vincent J. Glennon, Edwin E. Weeks, and William Ulrich, "The Administration of Programs of Off-Campus Student Teaching," Off-Campus Student Teaching, Thirtieth Yearbook of the Association for Student Teaching, Chapter IV (Lock Haven, Pa.: The Association, 1951).

³Jacob O. Bach, "Practice Teaching in Relation to Other Measures of Teaching Ability," Journal of Experimental Education, XXI (September, 1952), 57-80.

⁴George F. Robb, "Relationship Between Interests and Student Teaching Achievement" (Ed.D. dissertation, Indiana University, 1953), 116 pp.; Dissertation Abstracts, XIV (July, 1954), 1050.

teaching success. The research revealed that little relationship existed between success in student teaching and the expressed interests of students, their scholastic records, or their intelligence. Bond¹ identified good disciplinarians among student teachers, and discovered that they ranked higher on 32 traits thought to be related to teaching effectiveness. Nearly 90% of the good disciplinarians received A's in student teaching, but only 30% of the unselected group received this grade. Carlile² examined relationships between grades in student teaching aptitude, proficiency in the basic skills, scholastic achievement, and personality traits. College grades correlated .46 with student teaching grades, the highest correlation reported. In general, there was little relationship found between student teaching grades and the 23 measures used. Leavitt³ found no appreciable relationship between course grades in college and student teaching success. No basis for predicting success in student teaching was found, either by the application of a single index or a combination of indexes.

Personnel services, including recruitment, selection, retention, guidance, and follow-up have received considerable attention in the literature. The interrelatedness of these services and the desirability of continuous and coordinated implementation of their various aspects have general acceptance. Their significance to the total program in teacher

¹Jesse A. Bond, "Analysis of Observed Traits of Teachers Who Were Rated Superior in School Discipline," Journal of Educational Research, XLV (March, 1952), 507-16.

²Amos B. Carlile, "Predicting Performance in the Teaching Profession," Journal of Educational Research, XLVII (May, 1954), 641-68.

³Jerome E. Leavitt, "Personnel Data and Prediction of Success of Student Teachers," Journal of Teacher Education, IV (September, 1953), 194-97.

education has long been recognized. In the National Survey summary volume the following is stated as a "Principle of Teacher Education"¹ derived from the survey:

1. The importance of the work of the teacher, particularly in a democracy, justifies securing the strongest recruits possible for the teachers' curricula. This end will be assisted by:
 - (a) Admission requirements aimed to select the most capable of the applicants as shown by all known prognostic measures including health and personality.
 - (b) Programs of "selective recruiting" to interest exceptionally capable high-school graduates in teaching.
 - (c) Systems of student personnel and guidance service which will start at admission to a teacher's curriculum and continue through a period of adjustment following graduation.
 - (d) A rigid system of elimination of students who, during their preparation, show themselves to be unsuited or unfit for teaching.

C. Studies of Pre-Service Teacher Education in Florida

Laboratory experiences, including student teaching or internship, have received major emphasis in the studies of teacher education in Florida. All of the studies have been limited to a single institution or to a sampling of the institutions within the state. Most of them have sought to derive implications for the improvement of the program in teacher education at a specific institution.

Lastinger² evaluated the student teaching program at Florida Southern College. The criteria used for this evaluation were those listed in Standard VI, Revised Standards and Policies for Accrediting Colleges

¹E. S. Evenden, "Summary and Interpretation," National Survey of the Education of Teachers, Bulletin 1933, No. 10, VI (Washington, D. C.: U. S. Government Printing Office, 1935), 243.

²Samuel Thomas Lastinger, "An Evaluation of the Student Teaching Program at Florida Southern College" (unpublished Ed.D. dissertation, New York University, 1952), 175 pp.

for Teacher Education, adopted by the American Association of Colleges for Teacher Education.

Factual information was obtained from the dean of instruction, and judgments were secured from responses to a questionnaire from 208 school officials, supervising teachers, student teachers, and college personnel representing fifty schools in fourteen county school systems. Data were validated by the interview technique and by a composite rating given by the Administrative Council of the college.

Lastinger reports that 80 per cent of the respondents rated the nature of the professional laboratory experiences above average. This was the highest rating recorded. The lowest evaluations were given to the assignment and length of the laboratory period and the cooperative relationships in the guidance of the experiences. Thirty-four per cent of the respondents rated these two sections average or below average.

Nagle¹ evaluated certain aspects of student growth during an internship at the University of Florida. Sixty-one students were studied during their internship experience. The objectives of the program within the areas of emotional maturity and professional attitudes defined the limits of the investigation. Data were obtained through the use of the Minnesota Multiphasic Personality Inventory, the Strong Vocational Interest Blank, and the Professional Attitudes Measure, an instrument developed by Nagle. In addition, questionnaires, interviews, and student logs were utilized to provide data relative to student growth in the selected goals. Other data were provided by personal data sheets

¹L. Marshall Nagle, Jr., "An Evaluation of Student Growth During an Internship" (unpublished Ed.D. dissertation, University of Florida, 1952), 273 pp.

submitted by the interns, and rating sheets on intern attitudes were submitted by their directing teachers.

From his study, Nagle found that the score changes of the interns toward the goals of mental health and emotional maturity were in the desired direction. He found that the greatest change in attitudes were in the area of school-community relationships.

Blanchard¹ studied the development of the internship program in Florida from 1939 to 1949. She described the conditions under which the program came into existence and presented a picture of the functioning of the program in each of the eight white institutions of higher learning in Florida included in the study.

Data were obtained by interviews, campus visits, and examination of documents including records of the State Department of Education. Included in the materials provided by the State Department were returns from forty states to an inquiry regarding state-wide internship programs. This latter document formed the basis for a comparative analysis of internship practices in the State of Florida.

Blanchard concluded that three characteristics of the statewide internship program in Florida were apparent:

1. The Florida internship program is a unique program.
2. The Florida internship program is a practical program.
3. The Florida internship program is an expanding program.²

Blanchard noted great diversity among the state programs for

¹Helen W. Blanchard, "The Development of the Florida Internship Program from 1939 to 1949" (unpublished Master's thesis, College of Education, University of Florida, 1949).

²Op. cit., pp. 75-76.

internship from the forty states for which she had reports. She concluded: "In summarizing there is so little uniformity that no valid conclusions can be drawn from the diversified programs used by the several states."¹

Beaty² developed criteria for the selection of directing teachers at Florida State University. He sought to give definition to a good directing teacher. By categorizing supervisory relations between directing teacher and intern as cooperative, directive, or laissez-faire, he sought to identify personal-professional qualities possessed by directing teachers in each of the three assigned categories. Situational descriptions by interns were the bases for assigning directing teachers to these categories.

Data for the study were gathered through the use of: (1) interviews of interns and their directing teachers; (2) a personal data sheet completed by the directing teachers; and (3) check-lists and rating scales.

The effectiveness of each type of relationship was gauged by satisfaction ratings from interns and directing teachers. It was found that a significant relationship existed between the type of supervisory relationship and satisfaction derived by interns. The cooperative relationship was found to be more satisfying than either the directive or the laissez-faire relationship.

The satisfaction derived by directing teachers was not related

¹Op. cit., p. 95.

²Edgar Beaty, "Developing Criteria for the Selection of Directing Teachers with Particular Reference to a Secondary Program of Off-Campus Internship at Florida State University" (unpublished Ed.D. dissertation, Florida State University, 1955), 214 pp.

to the category in which they were placed. Nor was any relation found between satisfaction derived by the intern and satisfaction derived by his directing teacher.

From these and similar findings, Beaty derived twelve criteria for the selection of directing teachers. Because of restrictions inherent in the sample used, they may or may not have universal application. The following are stated as illustrative of these criteria.

Criterion 1. Directing teachers who maintain cooperative supervisory relationships with their interns should be selected as supervisors for interns.¹

Criterion 2. Directing teachers who maintain directive relationships with their interns should not be selected as supervisors for interns.²

Criterion 3. Directing teachers who maintain laissez-faire relationships with their interns should not be selected as supervisors for interns.³

Black⁴ investigated several aspects in the provision for laboratory experiences for undergraduates in secondary education in six institutions in Florida that prepare teachers. She surveyed the present practices in the use of laboratory experiences in the teacher education institutions in Florida which prepare the greatest number of teachers. These institutions were: two state universities, the University of Florida, and Florida State University; two private church-supported institutions, the John B. Stetson University, and Florida Southern College; and two private institutions not church-supported, the University of Miami and the University of Tampa.

¹Op. cit., p. 179. ²Op. cit., p. 180. ³Op. cit., p. 181.

⁴Marian W. Black, "Laboratory Experiences for Undergraduates in Secondary Education in Selected Teacher Education Institutions" (unpublished Ed.D. dissertation, New York University, 1952), 175 pp.

Data for this study were secured from an examination of printed materials, such as catalogs, from interviews with administrators, teachers and instructors, and from questionnaires. Practices were described and an evaluation of them was made with reference to the criteria developed by the American Association of Teachers Colleges. The conclusions drawn from this study were along the following lines:

1. There is a need for facilities for laboratory experiences, in both the school and the community.
2. Students at times arrange their own out-of-school experiences and they may be unrelated to specific course work.
3. There is considerable concern with the development of the student as teacher-to-be, but not with his development as a citizen.

D. Trends and Issues in Teacher Education

Review and analyses of research in teacher education have done much in pointing up problems, in indicating neglected research areas, and in reflecting current trends. Barr and Singer¹ surveyed evaluative studies of teacher education for the eleven year period, 1940-51. They report that most of the studies related to professional education of teachers or to areas of specialization. Few studies of the general education of teachers were found. Two criticisms of the studies as a group were indicated;²

1. Many of the studies were of the survey type which supply information at a certain level but leave much to be done in the way of

¹A. S. Barr and A. Singer, "Evaluative Studies of Teacher Education," Journal of Teacher Education, IV (March, 1953), 65-72.

²Op. cit., p. 69.

systematic evaluation.

2. The findings in the various areas are somewhat in conflict with one another.

Basing his analysis on the interpretation of a very large body of research studies in teacher education, Peik¹ indicates means of improving the education of teachers.

If one were to act on the best clues from carefully interpreted research of the last fifteen years to date, he would upgrade the selection of teachers on scholarship and personality as fast as possible; give them an improved, broad, functional, and somewhat professionalized general education; specialize them for teaching by broad fields rather than by subjects; increase the amount of well-supervised practice teaching or add a year of supervised internship; and lengthen the period of training. He would be much concerned about their attitudes, their social and cultural activities.²

Anderson and Smith,³ after reviewing the literature on both pre-service and inservice education over the three year period 1952-55, concluded that much of the material published was of a non-research character, involving opinion, speculation, and reports of practices. "Of considerable significance and basic to the whole area, have been the repeated failures of investigators to identify various factors of pre-service education which are intimately related to inservice success."⁴

Archer reviewed 26 research studies concerned with recruitment, selection, and guidance. From an analysis of these studies, he concluded: "Evidence seems to support the view that selection for teacher

¹Wesley E. Peik, "The Preservice Preparation of Teachers," Review of Educational Research, XIII (June, 1943), 228-40.

²Op. cit., pp. 234-35.

³Kenneth E. Anderson and Herbert A. Smith, "Preservice and Inservice Education of Elementary and Secondary Teachers," Review of Educational Research, XV (June, 1955), 213-26.

⁴Op. cit., p. 213.

education should continue beyond the time of entrance to college and not be concluded until after a short period of teaching in the schools."¹ Eliassen and Martin² reviewed the research in selection for a four-year period and found a trend toward the use of a combination of techniques. "What seems to the reviewers to be the most significant trend in pre-training selection of teachers is the realization that neither objective techniques nor subjective techniques are adequate. We need a wholesome combination of both."³

Definition of teacher characteristics and competencies is basic to the implementation of personnel services. After an exhaustive resume of research in teacher personnel, Fulkerson⁴ concluded: "Research dealing with teacher characteristics, competencies, and effectiveness over the last several years has suggested that teaching ability is probably a complex of abilities rather than a unitary trait or behavior pattern."⁵ Fulkerson warns, however, that ". . . many of the studies are concerned with local problems somewhat limited in scope which may or may not have value for more general application."⁶

That guidance programs must be geared to supply and demand has been repeatedly emphasized. Typical of conclusions derived from studies

¹Clifford P. Archer, "Recruitment, Institutional Selection and Guidance of Teachers," Review of Educational Research, XVI (June, 1946), 209-16.

²Rueben H. Eliassen and Robert L. Martin, "Pre-Training Selection of Teachers During 1940-43," Journal of Educational Research, XXXVIII (May, 1945), 666-77.

³Op. cit., p. 669.

⁴Glen Fulkerson, "A Resume of Current Teacher Personnel Research," Journal of Educational Research, XLVII (May, 1954), 229-81.

⁵Op. cit., p. 678.

⁶Ibid.

in this area is that advanced by Lovinger;¹ "The imbalance between elementary and secondary teachers has placed upon teacher education another responsibility which cannot be overlooked; namely, that of gearing recruitment and guidance programs to supply and demand."²

Anderson,³ in preparation for a survey of teacher education in the state of Oregon, identified trends in teacher education in the United States. He lists these under the two major headings of administrative trends and curriculum trends. The following are listed as administrative trends:

1. Toward the preparation of elementary and secondary school teachers in the same institutions.
2. Toward offering liberal arts and master's degree programs in institutions formerly limited to undergraduate teacher education programs.
3. Toward more active recruitment of prospective teachers.
4. Toward greater democratic cooperation between administrators and staff members in teacher education.

The following are listed as curriculum trends:

1. Toward more effective general education for prospective teachers.
2. Toward increase in number and length of student leadership contacts with public schools and with youth and adults.
3. Toward more concern for guidance of students.

¹Warren C. Lovinger, "Teacher Education in the United States," Education, LXXI, No. 3 (November, 1950), 170-74.

²Op. cit., p. 173.

³Earl W. Anderson, A Survey of Some Phases of Teacher Education in the Oregon State System of Higher Education, Prepared for and published by the Oregon State Board of Higher Education, Eugene, Oregon (1953), 145 pp.

4. Toward more emphasis upon factors influencing human development.

5. Toward organizing professional education offerings in larger and more comprehensive units rather than in small segmented courses.

6. Toward the inclusion of more elements common to the program of preparation of elementary and secondary school teachers in the same institution.

7. Toward expansion of in-service aid to teachers.¹

The identification and statement of basic problems and issues in the preservice education of teachers has received considerable attention. Maaske² cites ten problems for solution in teacher education:

1. The need for visualizing more clearly the desirable end product.

2. The problem of the recruitment, selection, and retention process.

3. Closer cooperation between teacher-preparing officers and teaching-employing officers.

4. Redirecting the teacher education curriculum.

5. Making general education more functional in educating teachers.

6. Vitalisation of laboratory experiences and the internship period.

7. The length of the preservice preparation period.

8. Placement, follow-up, and inservice education.

9. Research and experimentation in teacher education.

¹Op. cit., pp. 9-15.

²Robert J. Maaske, "Some Basic Problems for Solution in Teacher Education," Education, LXX (November, 1949), 142-146.

10. Continuous evaluation of teacher-education programs.

Goodlad¹ has pointed out basic issues that underlie many of the problems in educating elementary school teachers. These are stated as follows:

1. The purpose of the professional sequence—understanding of foundation disciplines or induction into the profession?
2. The purpose of laboratory experiences prior to student teaching—to clarify fundamental concepts or to constitute the focal point of the curriculum from which the fundamental concepts emerge?
3. In directed student teaching—what degree of control should be exercised by the college over the placement position?
4. What should be the program in special fields for prospective teachers in elementary schools?
5. Where shall the authority and responsibility for elementary-school teacher education rest? Is it a university wide responsibility? Or does it rest with the college or school of education?

Trends relative to student teaching are rather well-defined. In 1920, Mead² reported that the prevalent practice was for persons to enter the teaching profession without having had supervised student teaching. In a study of practices in student teaching during the twenty year period 1932-52, Rucker³ noted the following significant trends in practices:

1. Clock hour requirements for student teaching doubled over

¹John I. Goodlad, "Some Frontier Issues in Educating Elementary School Teachers," Elementary School Journal, LIV (November, 1953), 139-44.

²A. R. Mead, "The Ethics of Student Teaching," Educational Administration and Supervision, VI (October, 1920), 393-407.

³W. Ray Rucker, "Trends in Student Teaching, 1932-1952," Journal of Teacher Education, IV (December, 1953), 261-63.

the twenty year period.

2. More academic credit was awarded for the student teaching experience. An average of two semester hours more was noted.

3. There was a trend toward requiring student teaching experiences on more than one grade level.

4. There was a decline in the use of laboratory schools for student teaching.

Tyler,¹ in reporting over-all trends in the field of teacher education during the ten year period ending in 1943, noted three emphases which gave promise of raising the level of the entire profession: (1) in personnel services; (2) in educational programs; and (3) in the organization of the educational programs.

Lafferty² cites as a basic need in teacher education the formulation and clarification of objectives.

This limited amount of research particularly in the case of teacher-education objectives, is an admission that teacher-training institutions are uncertain of themselves and of their function or functions. Until definite lines are drawn delimiting the scope of teacher education institutions, both teacher in training and society stand to suffer. Something besides precedence and common practice is needed to give substance to the program of educating teachers.³

E. Summary

From the foregoing survey of the literature in the preservice education of elementary-school teachers, certain common elements are evident. Trends are indicated by action, by the numerous descriptions

¹Ralph Tyler, "Trends in the Preparation of Teachers," The School Review, LI (April, 1943), 207-12.

²H. M. Lafferty, "Determining Objectives in Teacher Education," Educational Administration and Supervision, XXV (January, 1939), 1-17.

³Op. cit., p. 3.

of programs, surveys of practices, reports of program change and revision. Concerns are the projections of problems and problem areas in teacher education. They are derived from the findings of surveys, the implications of research, and the thinking of leaders in the field.

The following trends were evident:

1. Toward the lengthening of the period of preservice training of elementary school teachers.
2. Toward the integration of general and professional education.
3. Toward the extension and enrichment of pre-internship laboratory experiences.
4. Toward uniformity in the programs of preservice preparation of elementary-school teachers.
5. Toward greater selectivity in admission and retention policies.
6. Toward greater faculty participation in guidance.
7. Toward the organization of offerings in professional education in comprehensive units rather than in small segmented courses.

The following problems and problem areas were found to be common concerns:

1. The role of laboratory experiences in the preparation of elementary school teachers.
2. The formulation and clarification of objectives and goals in the over-all program of preparation of elementary school teachers.
3. The amount, kind, and extent of general education for elementary school teachers.
4. The prediction of teaching success and its implications for program change.

5. The nature and amount of experimental research in teacher education.

6. The nature of, and the provision for, follow-up services for graduates.

7. The role of the college in effecting a balance between teacher supply and demand.

8. Provision for the continuous evaluation of total programs in teacher education.

CHAPTER III

PROCEDURES USED IN COLLECTING AND ANALYZING THE DATA AND DESCRIPTIONS OF THE INSTITUTIONS INCLUDED IN THE STUDY

Procedures Used in Collecting the Data

In the formative stages of the present study, members of the State Department of Education and of the Teacher Education Advisory Council were contacted. It was felt that these organizations would be interested in the present study and could be of assistance in providing background as well as contributory data for the research. The Director of the Division of Teacher Education, Certification, and Accreditation of the State Department of Education expressed interest in the study, agreed to make his files available for investigation, and assured his assistance in any other ways possible. The Executive Committee of the Teacher Education Advisory Council endorsed the study, expressed interest in its findings, and assured their cooperation.

Initial investigation was made by examining the files in the Division of Teacher Education, Certification, and Accreditation in the State Department of Education. This examination, together with informal interviews with key personnel in the State Department, provided a rich background for understanding the present status of teacher education in the state. Specific data were obtained relative to the courses listed by personnel of institutions studied when they applied for state approval of their programs in the preparation of elementary school teachers. These

data were recorded and were later rechecked in the interviews held at each institution.

The remainder of the data for this study were obtained through the use of three principal procedures: examination of documents; interviews with key personnel; and the administration of a questionnaire. Each of these procedures will be described in detail.

The examination of documents.—During visits to the campuses of each of the institutions studied, the writer gathered all printed and mimeographed materials that could be obtained relative to the programs in elementary education. These included: (1) current catalogs and bulletins; (2) explanatory or instructional materials issued to students in elementary education; (3) standard forms used in the various phases of the programs under investigation; (4) reprints of articles that had been published in educational journals; (5) reports of evaluations that included descriptions of programs. Information pertinent to the aspects included in the study were tabulated from these sources. These data were checked for internal consistency and were also checked against information obtained in the interviews. Whenever information was incomplete or somewhat contradictory, clarification and verification were obtained through follow-up interviews.

Interviews with key personnel.—The persons interviewed are listed by institution in Appendix C. Those persons were selected whose status positions clearly indicated that they had major responsibility for programs in elementary education or who were recommended by administrators as being well qualified to provide the information desired. In the latter instance, the administrator making the recommendation was either the president of the institution or the dean responsible for the

administration of programs in education. The interviews were conducted on an informal basis. The interviewer kept before him an outline of the phases of the program under study, and the interviewee's voluntary reactions were guided into these phases. Thus, the interview was semi-structural but encouraged free responses. Copious notes were taken, and were later written up following an outline that had been pre-determined. For consistency, the write-up of the interview was checked against all other materials gathered. A follow-up interview was arranged for further clarification and for additional information that had inadvertently been missed during the first interview.

The procedures used in interviewing varied slightly from institution to institution. These variations were in the length of time spent in interviewing, the number of persons interviewed, and the types of positions held by the persons interviewed. Changes in procedures were necessitated by the following factors: (1) the institutions varied in size; (2) the number of persons involved in the preparation of teachers was not constant; (3) there were varying degrees of complexity in the programs; (4) there were variations in the type and complexity of original data that necessitated a greater number of visits to some institutions.

The questionnaire.—It was the original intent to obtain data relative to problems in the preparation of elementary school teachers as seen by the staff members involved in the implementation of such programs. These data were to have been obtained through interviews. This procedure was attempted, but the responses so obtained regarding problems and problem areas were not always consonant with the purposes of the study. Interviewees' responses were duly recorded, but their

analysis revealed such variance that the need for additional information was evident. In order to provide a more thorough and meaningful source of data for the consideration of problems in the pre-service preparation of elementary school teachers, a questionnaire was designed. This questionnaire was structured to elicit responses relative to the problems that lay within the scope of the study. Respondents were asked to describe their most pressing current problem in each of the major areas being investigated. To provide further structure, those specific aspects being investigated in the study were listed under the major area headings as being potential problem areas. These problem areas were as follows: (1) Course requirements for students in elementary education; (2) Screening and selection of students; (3) Counseling of students; (4) Direct experiences with children; (5) Program evaluation; and (6) Combination programs. Space was provided for the addition of other aspects of the teacher education program. Respondents were asked to rank each of the aspects of their program under a major heading in the order in which they were presenting problems. The respondents were then asked to describe only those problems that were considered most pressing. A final ranking of the six general areas of the investigation in the order of concern was requested.

The questionnaire was mailed or delivered to the person in each institution who was responsible for the administration of the program in elementary education. A letter was attached to each questionnaire, requesting that the questionnaire be referred to that staff member who could best reflect the thinking of their group. A copy of the questionnaire is presented in Appendix A.

The writer made from one to four visits to each of the institu-

tions studied. In those cases where only one visit was made, two full days were spent on the campuses. In those cases where a number of visits were made, the minimum length of time spent was five hours. These visits served the following purposes: (1) to observe the college in operation; (2) to inspect, in a gross way, the physical plant relative to teacher education; (3) to interview key personnel in the education programs; (4) to collect current catalogs, bulletins, and any other printed or mimeographed materials that related in any way to those phases of programs in teacher education that were being investigated.

In nine of the eleven institutions, the writer made the campus visits alone. Appointments were made, interviews were conducted, data were assembled. This procedure presented the difficulty of fitting many busy schedules together. As many as four visits were necessary in some cases before all key persons were contacted and all pertinent data collected and confirmed. In two of the institutions, campus visits were made with evaluating committees from the State Department of Education. With the permission and cooperation of both the evaluating committee and the personnel of the institutions being evaluated, it was possible for the writer to gather the necessary data while serving as a member of the committees. Interviews were held, documents examined, and discrepancies re-checked during the time when the evaluating committees were functioning.

The data obtained through interviews and through the analysis of the documents were combined to form the basis for comprehensive descriptions of each institution's program. These descriptions, in turn, became the source of data for the presentation and analysis in Chapter IV. Follow-up procedures assured the writer that a valid picture of

the aspects of the preparation of elementary school teachers was obtained. Since some changes in programs are currently being made, the status presentation obtains only for the school year 1955-56.

Procedures Used in Analyzing the Data

The data assembled are presented and analyzed in Chapter IV. Two techniques were utilized in this presentation. These were tabulation and description. In most cases both techniques were tried out and final decisions on the method to be employed made in the light of the clarity of presentation. In some cases the data seemed to lend themselves to one method more readily than the other, and this choice was easily made. In other cases it seemed that either method of presentation would have been equally clear.

With the exception of the data relative to the course requirements established by the institutions in meeting state certification standards in the preparation of teachers, no criteria or norms were predetermined for comparison to the practices and aspects revealed. Norms of behavior in the aspects studied may be implicit in the presentation of data, but they are not to be interpreted as criteria of good practice. Nor are the course requirements as established by the state certification standards to be so construed. They were used in this study in the presentation and analysis of the data because: (1) their inclusion simplified the presentation by providing usable categories for the analysis of courses; and (2) all of the institutions studied have designed programs that meet the minimum requirements they set forth.

Common features and diversities in the aspects investigated

are highlighted in both the tabular and descriptive presentations. Summary statements were presented where their inclusion gave needed clarification.

The Institutions Studied

There are eleven institutions of higher learning in the state of Florida with four-year programs in teacher preparation. All of them grant Bachelor's degrees; all are accredited by the Southern Association of Colleges and Secondary Schools; all have programs in teacher education that have been approved by the State Department of Education. All but one are co-educational. All prepare teachers for both the elementary and the secondary schools.

Three of the institutions are state-supported universities, two being White, one Negro. Fifty-five per cent of the total student enrollment of the eleven institutions studied are enrolled in these three state universities. Of the remaining eight privately controlled institutions, five are church affiliated. Two of the church affiliated group are Negro colleges. With the exception of the University of Miami, whose total enrollment exceeds 10,000 students, all of the private institutions are relatively small, enrolling less than 2,000 students each. The range of the enrollment in these schools is from 291 to 1856 students.

The total enrollment of all eleven institutions studied is 40,467¹ (1955). In 1956, as reported by Maul,² a total of 1693 students were

¹Raymond Walter, "Statistics of Attendance in American Universities and Colleges, 1955," School and Society, Vol. 82, No. 2074 (December, 1955).

²NEA Research Division, "The 1956 Teacher Supply and Demand Report," The Journal of Teacher Education, Vol. VII, No. 1 (March, 1956), 33-79. (This report was under the supervision of Ray C. Maul, Assistant Director of the Research Division of the National Education Association.)

completing certification requirements to teach. Of this total, 909 were in secondary, 784 were in elementary.

Florida State University

Florida State University is located in Tallahassee, the capital city of Florida. Its beginnings can be traced to 1851, in which year the legislature passed an act establishing two seminaries of higher learning in Tallahassee. The Florida Institute, located on the present site of the Florida State University, was offered as a gift to the state. In its subsequent history, the institution was known as the West Florida Seminary, the Florida University, Florida State College, the Florida State College for Women, and finally, Florida State University. The Buckman Act of 1905 abolished the existing six small institutions and provided for the establishment of two new institutions, one of which was the Florida State College for Women. This institution operated as a college for women until 1947, when, by an act of the Legislature, the University system of Florida was redefined. The institution was then renamed Florida State University, and it was once more made co-educational.

Florida State University's holdings in land area total 295 acres. The total value of buildings, grounds, and equipment is \$25,000,000.

Florida State University ranks third among the institutions of higher learning in the state in total enrollment. Its 1954-55 enrollment was 8,897 students. The total teaching staff for the same period was 574, the education staff 27. The 1954 summer session enrolled 3375 students. For the 1954-55 school year the Extension Division enrolled

1810 students in off-campus courses, 239 students in correspondence courses.

Work in education is administered by the School of Education, which has the responsibility for the professional education of teachers. The School of Education does not have complete autonomy in the administration of programs that prepare teachers. Of the twenty-one curricula for teachers listed in the 1956 Bulletin, fourteen were administered wholly by the School of Education and seven were administered wholly or in part by other Schools and Departments.

Both the Bachelor of Science and the Bachelor of Arts degrees are offered by the School of Education. To qualify for the Bachelor of Arts degree, the student must meet the requirements in one foreign language and take certain additional hours in humanities. Of those students graduating during 1955, the great majority elected the Bachelor of Science degree. For either degree, a total of 124 semester hours is required for graduation.

The Graduate School is administered by a Graduate Dean. The Master's, Advanced Master's, Ph. D. and Ed. D. degrees are offered.

A campus Demonstration School is maintained, extending from kindergarten through high school in its offerings. Its primary function in relation to the curricula in undergraduate teacher education is to provide facilities for observation and participation for students enrolled in professional courses.

Florida State University is accredited by the Southern Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education.

The University of Florida

The University of Florida is located in Gainesville, a city with a population of about 40,000. It is a combined state university and land-grant college. The University of Florida's holdings in land area total 1800 acres. The total value of its buildings, grounds, and equipment is \$58,713,164. While its beginnings may be traced to 1845, its first college--the College of Arts and Sciences--did not open until 1855. In 1905, the Florida Legislature, by passing the Buckman Act, abolished the existing six state institutions and provided for the establishment of two new institutions, one of which was the University of Florida. It was established for men and was operated as an institution for men until 1947. In that year it was made co-educational.

The University of Florida ranks first in the state in total enrollment. Its 1954-55 enrollment was 10,852. The total teaching staff for the same period numbered 965, the education staff 66. The 1954 summer session enrolled 3867 students. The Extension Division of the University of Florida, in the 1954-55 school year, enrolled 1957 students in off-campus courses and 2434 students in correspondence courses.

The governing board of the University of Florida, as well as of Florida State University and of Florida Agricultural and Mechanical University, is the State Board of Control, comprised of seven members appointed by the Governor for four-year terms. One member is chosen from each congressional district and one from the state at large. Appointees must have been residents of the state for at least ten years.

In its present organization, all of the work of the freshman and sophomore years is administered by the University College. Its program includes basic comprehensive courses in major areas of knowledge and

courses prerequisite to advanced work in the ten colleges and three schools which comprise the Upper Division. Upon completion of the Lower Division work in the University College, the student receives the Certificate of Associate of Arts.

Students in education register in the College of Education, where their programs are administered by the College through different departments. The degrees Bachelor of Science and Bachelor of Arts are offered by the College of Education. Students whose first area of specialization is in science, mathematics, business education, agricultural education, or industrial arts are granted the Bachelor of Science degree; other curricula lead to the Bachelor of Arts in Education degree. For either degree, the student is required to complete 124 semester hours credit with a general average of "C" and an average of "C" in his field of specialization.

The Graduate School is administered by a Graduate Dean, the Graduate Council, and the Graduate Faculty. In Education, the non-thesis degrees of Master of Education, Master of Physical Education and Health, and Specialist in Education, and the thesis degrees of Master of Arts in Education and Doctor of Education are offered.

The College of Education includes the P. K. Yonge Laboratory School, located on the campus. The program of the school extends from the kindergarten through the twelfth grade. Its primary function in relation to the curricula in undergraduate teacher education at the University of Florida is to provide facilities for observation and participation.

Florida Agricultural and Mechanical University

Florida Agricultural and Mechanical University is located in Tallahassee, Florida. It is a state university for Negroes. Its origin dates to 1887, when, by constitutional provision and legislative action, the Colored Normal School was founded. In 1905 the direct management of the institution was transferred from the State Board of Education to the State Board of Control. This move gave the School recognition as an institution of higher learning. In 1909 the name of the institution was changed to Florida Agricultural and Mechanical College, and in 1913 the first four-year degree was conferred. In 1945 the first graduate courses were offered, and in 1953, by Act of the Florida Legislature, the institution became a state university.

Florida Agricultural and Mechanical University's holdings in land area total 381 acres. The total value of buildings, grounds, and equipment is \$8,293,406.

Florida A. and M. ranks fourth among the institutions of higher learning in the state in total enrollment. Its 1954-55 enrollment was 2649. The total teaching staff for the same period numbered 195, the education staff 70. The 1954 summer session enrolled 2211 students. The Extension Division, in the school year 1954-55, enrolled 845 students in off-campus courses.

Programs in the School of Education are administered through three departments--Elementary Education, Secondary Education, and Health and Physical Education. In addition to the curricula that falls within the scope of these departments, special courses are offered in Audio-Visual Instruction, Driver and Safety Education, Adult Education, and the Education of Exceptional Children.

The degree of Bachelor of Sciences is offered by the School of Education in the fields of concentration as indicated by the departments which comprise the School of Education. The student is required to complete 120 semester hours credit to qualify for the degree and must maintain a general average of "C," as well as an average of "C Plus," or a 2.5 honor point average, in his field of specialization.

The Graduate School is administered by a Graduate Dean. In Education, the degree of Master of Education is offered. There are no programs leading to the doctorate.

A campus school, the Lucy Moten Demonstration School, is maintained. It is used by students in education for observation and participation.

Florida Southern College

Florida Southern College is located in Lakeland, Florida, a city of about 40,000 population. It originated in 1885 in Leesburg as The Florida Conference College, operated by the Florida Methodist Conference. The college remained in Leesburg until 1902, when it was opened in Sutherland, now Palm Harbor, on the Gulf coast, as The Florida Seminary. In 1906 the name of the school was changed to Southern College. During subsequent years, dramatic events in the life of the college, including its partial destruction by two fires and two storms, caused it to move on two occasions--from Sutherland to Clearwater Beach, and later to Lakeland.

In 1921 Lakeland was chosen as the permanent site of Southern College. A program of expansion was launched in 1925, but because of the depression it was delayed for ten years. In 1935 an extensive

building program was begun, and the name of the institution was changed to Florida Southern College. The present campus encompasses 87 acres of land. The total value of its buildings, grounds, and equipment is \$7,000,000. Expansion in enrollment and facilities is continuing.

Of the privately controlled institutions in Florida, Florida Southern College is second only to the University of Miami in total enrollment. Its 1954-55 enrollment totaled 1856. The total teaching staff for the same period numbered 134. The 1954 summer session enrolled 600 students.

Work in education is not administered by any specified department or division of the college. Counselors are designated from the Education staff according to the area in which the student wishes to be certified to teach. Twelve staff members devote their full time to work in Education. Both the Bachelor of Arts and the Bachelor of Science degrees in Education are offered. There is no graduate program.

The governing board of Florida Southern College is a board of trustees, comprised of 22 members elected by the Florida Methodist Conference.

Rollins College

Rollins College is located in Winter Park, Florida. A privately controlled, coeducational college of liberal arts and conservatory of music, it is the oldest institution in Florida offering work of collegiate grade. Rollins was founded in 1885 under the auspices of the Congregational Church. Although now undenominational, three-fourths of the membership of the governing board of Rollins College must be graduates of Rollins. This governing board is a self-perpetuating board of trustees, comprised of from 19 to 24 members.

The campus encompasses 50 acres of land, and the total value of buildings, grounds, and equipment is \$3,090,000. The total enrollment during 1954-55 was 828 students; the total teaching staff for the same period was 69. Offerings are limited to the undergraduate level. No summer sessions are conducted.

Teacher education is a relatively minor function at Rollins College. Only one staff member, the Director of Teacher Education, devotes full time to work in this area. This person teaches all the courses in education, counsels students who major in education, and coordinates the internship program.

Rollins College offers a major in elementary education for students preparing to teach in the elementary school. Those preparing to teach in the secondary school must major in a subject-matter field and select courses in education as a part of their elective work. The program for the preparation of elementary school teachers is relatively new at Rollins, having been initiated in 1951.

The degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Music are offered. Students majoring in elementary education are awarded the Bachelor of Science degree.

John B. Stetson University

The Main Campus of Stetson University is located in DeLand, a city with a population of about 9,000. Its College of Law is located in St. Petersburg. Stetson University is a privately controlled, co-educational university, related to the Baptist Church. Its governing body is a self-perpetuating board of trustees of 24 members. Three-fourths of the membership of this board must be members of the Baptist Church.

Stetson University was founded in 1883 and became a college bearing the name of DeLand Academy in 1885. In 1889 the name of the institution was changed to John B. Stetson University in honor of the well-known hat manufacturer. The present campus encompasses 43 acres of land, and the total value of its buildings, grounds, and equipment is \$3,500,000.

The University is comprised of four colleges. The oldest of these is the College of Liberal Arts. The College of Law, organized in 1900, was Florida's first law school. The School of Music became a college of the University in 1936, and in 1940 the School of Business was organized. The total enrollment in the University for 1954-55 was 1,617, and the total teaching staff for the same period was 112. A summer session is conducted, in 1954 enrolling 442 students.

Work in education is administered by the Division of Education in the College of Liberal Arts. Included in this Division are Teacher Education, Psychology, Health and Physical Education, Internship, and Field Services. Seven staff members devote full time to work in this Division.

Students preparing to teach receive the Bachelor of Arts or the Bachelor of Science degree in the College of Liberal Arts. The graduate degrees of Master of Arts in Education and the Master of Science in Education are also offered in the College of Liberal Arts. These programs are administered by the Division of Graduate Studies, a division of the College of Liberal Arts.

The University of Miami

The University of Miami is located in Coral Gables, Florida.

It is a private, non-sectarian, co-educational institution. Chartered by the State of Florida in 1925, the University of Miami enrolled its first students in the fall of 1926. Founded as a private institution, it has received most of its revenue from gifts and tuition. In addition, the City of Coral Gables and Dade County make annual gifts to its support.

The University of Miami has grown rapidly. Originally housed in a boom-time hotel in Coral Gables, its Main Campus, since 1946, has been in the southern part of Coral Gables, on a 260-acre tract. Most of the buildings are on the Main Campus, and most of the activities of the University are conducted here. However, in addition to the Main Campus and the original site of the University, now known as the North Campus, the University has acquired a tract of 2,048 acres about thirteen miles south of the Main Campus. Once a naval air station, it is now used as a research center. The buildings, grounds, and equipment of the University are valued at \$17,946,804.

The University of Miami is second only to the University of Florida in total enrollment. Its 1954-55 enrollment totaled 10,778. The total teaching staff for the same period numbered 569. Two summer sessions are offered. In 1954 the first session enrolled 2539 students, the second session, 1185 students. The enrollment in the evening divisions in 1954-55 totaled 3432 students.

Work in education is administered by the School of Education, which has the major responsibility for the professional education of teachers. The School of Education does not have complete autonomy in the administration of programs that prepare teachers. Students may enroll in other schools or colleges in the University and qualify for teaching by meeting state certification requirements. In such cases,

the School of Education functions as a service department, keeping a pre-teaching file on the student and advising him so that he will be qualified to meet the state certification requirements.

The Bachelor of Education degree is offered through the School of Education. The Bachelor of Arts degree is offered through the College of Arts and Sciences. Students graduating with this degree must enroll in the College of Arts and Sciences, major in a subject-matter field, and carry a minor in education. This minor involved carrying sufficient work in education to qualify for state certification to teach.

The Graduate School is administered by a Graduate Dean. In the field of education, the Master of Arts in Education and the Master of Education degrees are offered. A doctorate in education is not offered at the present time, but plans are under way to provide for a doctoral program in the very near future.

Two elementary schools serve the School of Education at the University of Miami. The Merrick Demonstration School, a public elementary school in Coral Gables, is operated jointly by the Dade County Public Schools and the School of Education. Students in elementary education take pre-internship work in this school. The Henry S. West Laboratory School, located on the Main Campus, is also operated jointly by the Dade County Public Schools and the School of Education. It also is designated as a public school. Its function is to provide facilities for laboratory try-out and experimentation on problems of concern to both the University and the Dade County schools.

The governing board of the University of Miami is a self-perpetuating board of trustees made up of 26 active members selected by the board for three-year terms. One honorary member is named, and

the university president is also an ex-officio member.

University of Tampa

The University of Tampa, founded in 1931, is a privately controlled, non-sectarian co-educational college of liberal arts located in the city of Tampa, Florida. Since 1933 it has occupied the building formerly known as the Tampa Bay Hotel. This property is occupied under a 99-year lease from the City of Tampa at \$1.00 per year. The campus encompasses 26 acres of land, and the total value of grounds and equipment is \$415,944. The governing board of the University is a self-perpetuating board of trustees comprised of 25 members. Five members are elected each year for five-year terms. In size of student body, the University ranks fourth among the private institutions of higher learning in the state. In 1954-55 the total enrollment was 1353 students. A summer session is conducted, the enrollment for the summer of 1954 being 542.

Responsibility for all academic programs at the University of Tampa is vested in the Dean of Administration. Fields of study are delegated to the four divisions of the University: Humanities, Pure and Natural Sciences, Social Studies, and Education. In the Division of Education, majors are offered in elementary education, physical education, and psychology. Students seeking certification in secondary education major in the appropriate field in one of the other divisions. The Division of Education has three full-time staff members. There are, in addition, several part-time instructors in education, their number varying from three to six.

The University offers curricula leading to both the Bachelor of Arts and the Bachelor of Science degrees. All who meet state certi-

fication requirements to teach receive the Bachelor of Science degree. No graduate work is offered.

Barry College

Barry College, located in Miami Shores, Florida, is a private, liberal arts college for women. Controlled by the Roman Catholic Church and conducted by the Sisters of St. Dominic of Adrian, Michigan, it is Florida's only Catholic college for women. The governing board of Barry College is a board of control comprised of five elected members. Its campus encompasses 85 acres of land, and the total value of the buildings, grounds, and equipment is \$2,500,000. It was opened in 1940 as a college of liberal arts, and in 1953 it inaugurated a School of Nursing with a program of studies leading to the Bachelor of Science degree in Nursing. In 1954 a Graduate School was established with the Master of Arts and the Master of Science degrees in Education and English being offered. Next to the smallest institution in number of students, Barry College had a total enrollment in 1954-55 of 540. Summer sessions are held, the enrollment for the summer of 1955 being 468.

Barry College offers both the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Science degree is awarded students whose major field of study is education. A student taking a Bachelor of Science degree with a major in education must have three academic minors, one of which should be science or mathematics.

The Graduate School, in its offerings leading to the Master of Arts in Education or the Master of Science in Education, provides for sequences of courses that lead to state certification in Elementary and Secondary Administration and Supervision, and Guidance and Counseling.

Education is considered as a major field of study and hence is

not administered through a division or department of education. Administrative functions relative to the student's work in education are performed by the student's major professor.

Bethune-Cookman College

Bethune-Cookman College is a co-educational institution located in Daytona Beach. Its campus includes 32 acres of land, and its buildings, grounds, and equipment are valued at \$1,398,472. Although it is generally referred to as a Negro college, it is in policy interracial, both faculty and students being selected without consideration of race. The College is controlled by the Methodist Church through the governing board of the College, a Board of Trustees, comprised of 44 members. The majority of its members must be members of the Methodist Church, and new members are nominated by the Board of Education of the Methodist Church.

The present college traces its beginnings to the merger of Cookman Institute, Jacksonville, Florida, and the Daytona Normal and Industrial Institute for Girls, Daytona Beach, Florida. Cookman Institute was a Methodist school, founded in 1872, the first institution in Florida for the higher education of Negroes. Daytona Normal and Industrial School for Girls was founded in 1904. These two institutions were combined in 1923 to form the co-educational school known as the Daytona-Cookman Collegiate Institute, a name later changed to Bethune-Cookman College. In 1941 a four-year curriculum in teacher education was offered. In 1943 the first graduates received the Bachelor of Science degree in Elementary Education. The enrollment for the 1954-55 school year was 806. For the summer session of 1954, 355 students were enrolled. The total teaching staff for this period numbered 43, the

education staff being 5 of this number.

In its present organization, the curricular offerings are made through ten major departments. These departments are grouped into four Divisions of Instruction--Humanities, Science, Social Science, and Education. For the first two years the student's work is primarily general education. At the end of the sophomore year he must select a major field from one of these ten departments. If the student elects secondary education, he becomes an advisee in the division that includes his subject-matter major field of study. Only if the major field of study is elementary education does the Division of Education have autonomy. The Bachelor of Science in Education degree is conferred when the student's major field of study is elementary education.

With few exceptions, Bethune-Cookman graduates are certified to teach in some subject area. The majority of the graduates major in elementary education and receive the Bachelor of Science degree in Elementary Education. No graduate degrees are conferred.

Florida Normal and Industrial Memorial College

Florida Normal and Industrial Memorial College is located on the western outskirts of the city of St. Augustine. The campus includes a tract of land that encompasses 885 acres. The total value of buildings, grounds, and equipment is \$819,059. It is a privately controlled, co-educational college of liberal arts and teacher training for Negroes. The governing board of the institution is a self-perpetuating board of trustees of 27 members.

Florida N. and I., as it is popularly known, traces its beginning to the founding of the Florida Baptist College in the Bethel Baptist Church in Jacksonville, Florida, in 1892. In 1918 the institution

was moved to its present site. In 1931 it was accredited by the Southern Association of Colleges and Secondary Schools as a junior college. A four-year program was later added, the first students completing it being graduated in 1945. It is now the smallest of the Florida institutions having four-year programs leading to the Bachelor's degree. Its 1954-55 enrollment totaled 291 students. The enrollment for the summer session of 1954 was 186.

Work in education is administered by a Director of Teacher Education. However, since teacher education is a major function of the institution, all staff members are involved directly in the teacher education program. Of the 12 members of the teaching staff, six devote full time to work in education.

The Bachelor of Science degree is offered in elementary education, physical education, and religious education. Certificates in vocational training are awarded those completing training in industrial courses. The areas covered by such certificates are auto mechanics, carpentry, printing, electricity, masonry, and shoe repair.

A one-room, six-grade, rural elementary demonstration school is maintained on campus. This school is used for observation and for practice teaching.

Summary

This chapter has explained the procedures used in collecting and analyzing the data for this study. It has also presented pertinent background information about each of the institutions included in the study. Chapter IV will be devoted to a presentation and analysis of the data collected.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this chapter is to present an analysis of the data gathered regarding the pre-service preparation of elementary school teachers in the eleven institutions studied in the state of Florida. In this presentation, the order presented in the Scope of the Study will be followed.

Extent of Offerings

It was the original intent of the writer to include in the data some reflection of the extent of the offerings of the various institutions that were open to those students whose preparation qualified them to be certified to teach in the elementary school in the state of Florida. This "extent" was to have been given operational definition by showing the exact number of students in each institution whose preparation qualified them for certification to teach in the elementary schools of Florida, and in addition to show the configuration of other preparations achieved by these same students. Such data was to have covered the five-year period prior to the time the investigation was made. This would have provided reliable data regarding the total potential supply of elementary teachers prepared in Florida institutions as well as providing a basis for determining trends in their preparation relative to the aspect of combination programs.

Complete and exact data for this aspect of the study were not obtainable. Data intimately related to this aspect is presented under "Combination Programs," but in this instance estimates offered by the personnel interviewed were found to be satisfactory. The exact data needed to satisfy the writer's requirements for considering the aspect "Extent of Offerings" could not be obtained for the following reasons:

1. Graduates from the institutions studied are not required to obtain certification in the state of Florida. This condition made examination of certification records fruitless in the light of the objective of complete data.

2. Records kept at the individual institutions did not lend themselves to the derivation of the desired data. In some cases reliable estimates were available, but in no case was it possible to obtain the complete data for the five-year period.

For these reasons, no attempt has been made in presenting data relative to this aspect. The conditions seen as being responsible for necessary data not being obtainable are held to be of sufficient significance to warrant the inclusion in Chapter VI of a recommendation for changes in the record-keeping procedures in the institutions studied.

Course Requirements for Students in Elementary Education

Table 1 presents a composite picture of semester hours work in programs that prepare elementary school teachers in the institutions studied. The distribution is shown by the categories of general, professional, and specialization education set up by the State Department and used as a guide by all of the institutions. The minimum state certification requirements are shown as a basis for comparison.

TABLE 1

SEMESTER HOURS WORK IN THREE AREAS IN PROGRAMS THAT PREPARE
ELEMENTARY SCHOOL TEACHERS IN ELEVEN INSTITUTIONS IN
FLORIDA

Area of Preparation & Minimum Requirement for Certification	Institutions											Means
	A	B	C	D	E	F	G	H	I	J	K	
General Preparation (45 sem. hours)	45	45	45	47	62	50	48	45	50	47	55	49
Professional Preparation (20 sem. hours)	29	20	27	24	26	25	23	26	24	21	24	24.5
Specialization (Elementary School Course) (27 sem. hours)	27	32	30	26	31	27	27	27	31	29	27	28.5
TOTAL (92 sem. hours)	101	97	102	97	119	102	98	98	105	97	106	102.0

All of the institutions studied place their course requirements in programs in teacher preparation in the three categories of general education, professional education, and specialization. Within these three categories some slight variations in sub-categories exist. Since all of the institutions studied present programs for the preparation of elementary school teachers that meet state certification requirements, and since the variations in categorization vary only slightly from those used by the State Department, those categories used by the State Department of Education¹ are also employed here in order to present a uniform

¹State Department of Education, "State Board Regulations Relating to Florida Requirements for Teacher Education and Certification," State Department of Education, Tallahassee, Florida. Revised and Adopted July 21, 1953. (Mimeographed.)

basis for comparison and analysis.

The questionnaire data indicate that in the institutions studied concern over general education is greater than concern over professional education or the elementary school specialization. Item 2 of the questionnaire (Appendix A) asked: "In your program for the preparation of elementary school teachers, how do the following areas of preparation rank in the order of the seriousness of the problems they represent? (1--of most concern; 2--of less concern; 3--of least concern)"

_____ General Education Requirements

_____ Professional Education Requirements

_____ Elementary Education Requirements

The following table, Table 2, shows the responses given to this item.

TABLE 2

ORDER OF SERIOUSNESS OF PROBLEMS PRESENTED IN THREE AREAS OF
THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS IN ELEVEN
INSTITUTIONS IN FLORIDA

Requirements	Institutions										
	A	B	C	D	E	F	G	H	I	J	K
General Education	1	1	1	1	1	2	3	2	2	1	3
Professional Education	2	1	3	3	2	3	1	3	1	2	2
Elementary School Course	1	1	2	2	3	1	2	1	3	3	1

Code: 1--of most concern
2--of less concern
3--of least concern

It should be noted that the respondent for Institution A marked both General Education Requirements and Elementary School Course Requirements

as being of most concern and that the respondent for Institution B marked all three areas as being of most concern.

General Education occupies a major role in the first two years of the student's work in all of the institutions studied. In five of the institutions, professional education is begun in the freshman year, and hence both general and professional education parallel each other. The courses in professional education offered in these institutions, however, represent but a minor portion of the students' total work load. In the remaining six institutions, no professional course work is offered during the freshman year. In all of the institutions, general education is the major function of the first two years, and the meeting of state certification requirements in general preparation the major goal realized in this period of the preservice preparation of elementary school teachers.

General Education.--For certification of all teachers, the State Department requirements demand a total of not less than 45 semester hours in general preparation. Five groups of courses are set up, defining five areas of general education. To meet certification requirements in each area of general education, not less than six semester hours of credit, and not more than twelve semester hours of credit, for a minimum total of 45 semester hours must be earned. These five groups are: (1) The Arts of Communication; (2) Human Adjustment; (3) The Biological and Physical Sciences, and Mathematics; (4) The Social Studies; and (5) Humanities and Applied Arts.¹ The full text of the General Preparation Requirement is stated in Appendix D.

Table 3 presents a composite picture of general education requirements in the institutions studied, categorized by the grouping criteria

¹Op. cit., p. 247.

TABLE 3

SEMESTER HOURS REQUIRED IN GENERAL PREPARATION (CATEGORIZED ACCORDING TO AREAS OF PREPARATION USED BY THE STATE DEPARTMENT OF EDUCATION) IN ELEVEN INSTITUTIONS IN FLORIDA

Area of	Semester Hours in Institutions											Means
	A	B	C	D	E	F	G	H	I	J	K	
(1) The Arts of Communication	8	9	9	9	9	8	12	9	9	12	9	9.4
(2) Human Adjustment	6	8	6	8	18	12	12	9	10	6	14	9.9
(3) Biological and Physical Sciences and Mathematics	15	12	11	12	9	16	6	9	8	8	14	10.9
(4) The Social Studies	8	6	9	9	15	12	9	9	15	15	9	10.5
(5) Humanities and Applied Arts	8	8	6	9	11	8	9	9	8	6	9	8.4
Electives		2	4									
Total	45	45	45	47	62	50	48	45	50	47	55	49

listed above. In those instances where there are possibilities of variations for adjustments to individual students' needs, the minimum number of semester hours required by the institution is listed. In no case, of course, is this number of semester hours below the minimum of six as required by the State Department for certification.

From the foregoing, it is apparent that in seven of the institutions the minimum requirements in general preparation, as established by the State Department of Education for the certification of teachers, are exceeded. The range in the total number of semester hours credit in general education required by the institutions studied is from 45 to 62. The mean of the total requirements is 49 semester hours. These data indicate

that Area 2, Biological and Physical Sciences and Mathematics, receives the greatest emphasis in general preparation requirements of the institutions studied. The mean of the institutions' requirements in this area is 10.9 semester hours. It should be noted here that certification requirements in this area of general preparation can be met with all the credit being received in the sciences.

The data indicate that Area 4, The Social Studies, also receives major emphasis in the general education of the institutions studied. The mean of the institutions' requirements in this area is 10.5 semester hours. Area 5, Humanities and Applied Arts, receives least emphasis. The mean of the institutions' requirements in this area is 8.4 semester hours.

Professional Education.--The professional preparation requirement for the preparation of teachers for the state of Florida is defined as follows:

Professional preparation includes courses designed to acquaint the prospective teacher with the instructional task. The requirements for professional preparation include "Course Requirements in Education" and requirements regarding "Practical Experience in Teaching" totaling no less than 20 semester hours. These requirements apply to elementary teachers, secondary teachers, and administrative and supervisory personnel.¹

The full text of this requirement is stated in Appendix E. Four areas of course work are established in this Requirement, the areas and the minimum number of credits required in each area being: (1) Foundations of Education--6 semester hours; (2) Teaching in the Elementary and/or Secondary School--6 semester hours; (3) Special Methods--2 semester hours; and (4) Practical Experience in Teaching--6 semester hours. The requirement in Area 3 is clarified for specific application to the preparation of elementary school teachers by the following:

¹Op. cit., p. 248.

(Unless the comprehensive course above includes adequate attention to methods of teaching reading, a separate course is required. In case the techniques of teaching reading have been presented in general course, this special requirement of 2 semester hours may be met through a course dealing with evaluation or with organization of schools from the viewpoint of a classroom teacher.)¹

Table 4 presents a composite picture of professional preparation requirements in the institutions studied, categorized by the grouping

TABLE 4

DISTRIBUTION OF REQUIREMENTS IN PROFESSIONAL PREPARATION IN THE
INSTITUTIONS STUDIED BY GROUPING ESTABLISHED BY STATE
DEPARTMENT CERTIFICATION REQUIREMENTS

Area	Min. State Req.	Institutions										Means		
		A	B	C	D	E	F	G	H*	I	J	K		
(1) Foundations of Education	6	6	6	8	6	9	6	6	6-2/3	6	6	6	6.5	
(2) Teaching in the Elementary School	6	6	6	7	9	9	6	6	6-2/3	6	6	6	6.7	
(3) Special Methods	2	2	2	2	3	2	3	3	3-1/3	3	3	3	2.7	
(4) Practical Experience in Teaching	6	15	6	10	6	6	10	8	10	9	6	9	8.6	
Totals	20	29	20	27	24	26	25	23	26-2/3	24	21	24	24.5	

*Quarter hours have been expressed in semester hour equivalents.

criteria listed above. In those instances where some variations were possible, the minimum number of semester hours required by the institution is listed. In no case is this number of semester hours below the minimum required by the State Department for certification.

¹Op. cit., p. 249.

Credit required in Area 4 tends to exceed the minimum requirement for state certification. More detailed treatment of this aspect of the preservice preparation of elementary school teachers is given later in this chapter under Direct Experience with Children and Youth.

The analysis in Table 5 is designed to show how the requirements are being met in Area 1 (Foundations of Education) of the professional

TABLE 5

DISTRIBUTION OF COURSES USED TO MEET STATE CERTIFICATION REQUIREMENTS IN PROFESSIONAL EDUCATION AREA 1 (FOUNDATIONS) IN ELEVEN INSTITUTIONS IN FLORIDA

Courses	Institutions										
	A	B	C	D	E	F	G	H	I	J	K
Social Foundations of Education		X	X			X		X			
Psychological Foundations of Education		X									
Educational Psychology			X*	X*	X	X*	X		X	X	
School and Society	X										X
Introduction to Education			X	X	X		X		X	X	X
Child and/or Adolescent Psychology			X*		X	X*					
Growth and Development of the Individual	X			X*				X			

*Alternatives

education requirement by the institutions studied. Table 5 shows the configuration of course content used by the institutions studied. The categories used are those employed in the state certification bulletin, Area 1.

The most common practice for meeting the requirement in this area was found to be through a course in Introduction to Education and a course in Educational Psychology. This combination was made in six of the eleven institutions. Seven of the institutions used Introduction to Education as the first or second course in education for those preparing to teach.

Certification requirements in Area 2 of the professional education requirement may be met by either a comprehensive course presenting an overview of the entire school program or by a separate course covering essentially the same material. In the institutions studied, this requirement is met in the following ways:

1. A comprehensive course carrying six semester hours credit may be taken during the internship semester. One institution follows this plan.
2. Separate courses may be offered in a designated sequence. One institution uses this plan.
3. Separate courses may be offered without a designated sequence. This plan is employed by seven institutions.
4. The requirement may be met by designated portions of certain comprehensive courses which include other content and experiences. One institution follows this plan.
5. The requirement may be met by a combination of 2 and 4 above, wherein a separate course plus a portion of a comprehensive course including other content and experiences are used. This plan applies to one institution.

The state certification requirement in Area 3 of the professional preparation requirement may be satisfied either by a comprehensive course that includes adequate attention to the teaching of reading, or by a

separate course in the teaching of reading. In the institutions studied, a variety of approaches in meeting this requirement was observed. In one institution two semester hours of a 15-semester-hour pre-internship comprehensive course are designated. In another institution two semester hours of a 6-semester-hour comprehensive course taken during the internship semester are assigned to meeting this requirement. The remaining nine institutions offer separate courses. Two of these nine institutions provide courses of two semester hours credit. The remaining seven institutions offer courses carrying three semester hours credit. Exact data on the content of these courses were not available. However, interviews indicated that wide variations exist, ranging from a broad approach that includes all of the language arts in its scope to a restricted methodological limitation of a phonics approach to the teaching of reading.

Area 4 of the certification requirements in the professional preparation of teachers will be given consideration later in this chapter under the heading "Direct Experience with Children and Youth."

Elementary School Course Preparation.--To be certified to teach in the elementary schools in the state of Florida, students must, in addition to meeting the certification requirements in general education and in professional education as set forth and analyzed above, meet course requirements in the area of their specialization, as set forth in the certification bulletin.¹ The full text of this requirement is stated in Appendix F.

The bases for the analysis that follows are contained in the structure of Plan Two, as established by the State Department regulations.

¹Op. cit., pp. 257-58.

Plan Two. He (the student) must present a program of 27 semester hours in elementary education which must include credit in each of the five areas listed below with a minimum of 6 semester hours in each of areas 4 and 5. The above program must include credit in health education, physical education, art, and music to meet the needs of the elementary school child.¹

The five areas referred to above are: (1) Introduction to materials for use with children; (2) Exploring the child's physical environment; (3) Exploring the child's social and economic environment; (4) Exploring the child's personal-social environment; and (5) Creative arts and materials for use with children.

Table 6 presents a composite picture of the distribution of course content employed in the institutions studied. The area categories described above are used in the table.

It would appear from these data that Area 5, Creative arts and materials for use with children, receives more emphasis than the other areas of professional preparation because: (1) nine of the eleven institutions studied exceed the minimum semester hour requirement in this area; and (2) the mean of the semester hours in excess of the requirement for the area (2.5 semester hours) is greater than in the other four areas. No minimum in semester hours credit is established for areas 1, 2, and 3, although credit must be earned in each of these three areas. The number of semester hours required of students is decided by each institution; Table 6 indicates that Area 3, Exploring the child's personal-social environment, receives greater emphasis than Areas 1 and 2. The mean of the semester hours devoted to this area is 5.3. Area 1, Introduction to materials for use with children, receives next greatest emphasis. The mean of the semester hours devoted to this area is 3.6. Area 2, Exploring the child's physical

¹Ibid.

TABLE 6

DISTRIBUTION OF SEMESTER HOURS CREDIT USED IN MEETING STATE CERTIFICATION REQUIREMENTS IN THE AREA
OF ELEMENTARY SPECIALIZATION BY ELEVEN INSTITUTIONS IN FLORIDA

Area	Min. State Req.	A	B	C	D	E	F	G	H*	I	J	K	Means
(1) Introduction to materials for use with children	Credit	3	2	3	3	8	3	3	3-1/3	6	3	3	3.6
(2) Exploring the child's physical environment	Credit	3	4	3	3	2	4	3	4	3	2	3	3.1
(3) Exploring the child's social and economic environment	Credit	3	8	6	3	6	5	3	6-2/3	6	8	3	5.3
(4) Exploring the child's per- sonal-social environment	6	6	6	6	9	7	6	6	6-2/3	6	6	6	6.5
(5) Creative arts and materials for use with children	6	6	12	12	8	8	6	8	6-2/3	7	8	12	8.5
**Not categorized		6					3	4		3	2		1.6
Totals	27	27	32	30	26	31	27	27	27-1/3	31	29	27	28.5

* Quarter hours are expressed in semester hour equivalents.

** Courses listed here are as follows: Institution A--6 hrs. of a 15-semester-hr. comprehensive course consist of elementary specialization; Institution F--Elective; Institution G--3 sem. hrs., The Teaching of Arithmetic, and 1 sem. hr. from General Education used as a supplement to this area; Institution I--3 sem. hrs., Arithmetic in the Elementary School; Institution J--2 sem. hrs. of the 6-sem. hr. comprehensive work which is taken during the intern semester, designated as The Teaching of Arithmetic.

environment, receives least emphasis. The mean of the semester hours devoted to this area is 3.1.

Five of the institutions include courses that are applicable to the general area of elementary school specialization, but do not fall within any of the specific categories. In one of these an elective course rounds out the 27 semester hour requirement. In three institutions, a course in The Teaching of Arithmetic is included in this area of preparation. One assigns six hours of a 15-semester hour comprehensive course to this area.

Courses in the Teaching of Arithmetic are not specifically mentioned in any of the areas established by the state certification requirements for Elementary School Course certification. The three institutions mentioned above provide for both content and method in arithmetic through these courses, shown in Table 6 as not falling within the categories used. This does not mean that arithmetic is entirely omitted from the curricula of the other institutions in preparing elementary school teachers. Arithmetic concepts, and methods of teaching them in the elementary school, may be included to some extent in all of the institutions. Their inclusion may be provided in courses falling in category (1) Introduction to materials for use with children, in courses offered as electives, or through experiences provided in the internship and comprehensive courses where content emphases may vary.

A majority of the persons interviewed expressed concern over the exclusion of arithmetic in the professional preparation of elementary school teachers. This concern is due to the fact that state certification requirements do not specifically demand either mathematics content in general education, or methods in teaching arithmetic in the profes-

sional preparation requirement. It is possible, therefore, for a student to meet state certification requirements to teach in the elementary schools in the state of Florida with little or no preparation in the area of mathematics.

Screening, Selection, and Placement of Students

In the organization and implementation of procedures in the screening of students, wide variations were found. The size of the institution seemed to influence the degree of the complexity of organization. The descriptive data compiled from the interviews and from examination of catalogs and other printed and mimeographed materials furnished by the institutions studied were examined to ascertain common elements in the procedures and organization relative to the screening and selection of students in elementary education, the criteria for admission of students to programs in teacher education, and the diagnosis of deficiencies in the preparation and qualifications of students. In addition, placement services for prospective teachers are also included here, as they represent the culmination of screening and selection functions.

The data relative to the aspects of the screening and selection of students for programs in teacher education are presented below. A descriptive presentation is given, as these data did not lend themselves to tabular presentation.

Institution A. The student makes formal application for admission to the College of Education at the mid-point of his fourth semester's work. This application initiates the compilation of a folder of materials concerning the student which is used by the Committee on Admissions for

the College of Education. This folder of materials includes the following items: (1) comments and recommendations from all faculty members in the College of Education with whom the student has taken work; (2) personal data and autobiography; (3) the student's academic record; (4) the student's high school placement scores, college entrance examination scores, and other test results; (5) the student's health report; and, (6) a report of the student's speech diagnosis. The basic file is a cumulative record with instructors' evaluative comments being added to it until the student graduates. These materials are also used as aids in diagnosing deficiencies in the student's qualifications and preparation.

An Educational Placement Office provides service for graduates and public school administrators relative to employment. The Director of Undergraduate Counseling serves also as Director of this office. Students must register in the Educational Placement Office, filling out all necessary forms as a prerequisite to graduation.

Institution B. There is no formal admission to the program in teacher education. Students may declare their intentions of pursuing a program in teacher preparation at the initial registration in college or in the orientation program following this registration. Students must select their Field of Concentration for their Major by the end of the sophomore year. This means that elementary education cannot be chosen later than this point in the student's preparation. Hence, this is considered a major screening point at this institution, and while the screening procedure may not be interpreted as one being unique to teacher training, students are screened for speech and general physical condition. The criteria for such screening are not specifically spelled out, but are left to the judgment of the Head of the Elementary Education Department.

At this institution, elementary education constitutes a Major Field, and hence the major responsibility for the diagnosis of deficiencies in the preparation and qualifications of students of teaching rests with the Head of the Department of Elementary Education. Data provided by the entrance examinations, physical examinations, and the Co-operative English Test are made available. The Testing Center, administered by the Division of Education, provides additional test data upon request. Students preparing to teach must pass comprehensive examinations constructed and administered by the various departments prior to serving their internship.

The Head of the Department of Elementary Education performs the placement function for students in Elementary Education. There is no formally organized placement bureau on campus.

Institution C. It is not necessary to enroll in the School of Education to secure certification in the Elementary School Course. A variety of curricula are presented that enable students to secure this certification. These may be divided into three categories: (1) those administered wholly by the School of Education; (2) those administered jointly with other Schools or Divisions of the University; and (3) those administered wholly by a School or Division other than the School of Education. In all cases, however, the prerequisites for courses in the professional sequence are enforced. This diversity in offerings makes entry into programs leading to certification to teach in the elementary school possible at a number of points. At his initial registration each freshman is assigned an adviser. If at that time he enrolls in the School of Education, then his freshman adviser is selected from the School of Education. Students may enter upon a program of teacher

preparation from this point to the mid-point of his junior year. No student can enter the professional sequence later than the second semester of the junior year.

The School of Education reserves the right to refuse to any student entrance to any of its curricula or reject a student at any time if such is recommended by the Committee on Qualifications of Students. This Committee passes judgment on physical, mental, or personality factors, rejecting those having handicaps that would be detrimental to the welfare of children. A student may be rejected at any point in his work.

Materials used in the diagnosis of students are assembled in a cumulative file. This folder of materials includes the following which are used as aids in diagnosis: (1) the student's academic record; (2) the high school placement and college entrance test results; and (3) the student's health record. The following examinations are required for all students, and the results of these are included: (a) American Council on Education Psychological Test; (b) The Minnesota Personality Test; (c) The General Culture Test; and (d) the Junior English Test. The report of a speech screening is also included. Upon the recommendation of counselors, other diagnostic, psychological, aptitude, or vocational tests will be administered. The results of these additional tests are made available to those faculty members responsible for the guidance and counseling of the student.

The Office of Vocational Guidance and Placement is maintained to serve as a liaison between the graduate and prospective employers in business, industry, and government, as well as in education. These services are available to all graduates and alumni of the institution without charge, but registration is not mandatory.

Institution D. Students are admitted to programs in teacher education at their initial registration in the University, if, at that time, they enroll in the School of Education. Admission may be achieved at a later point in their program by transferring from the school in which they are enrolled to the School of Education. This transfer is governed by the following provisions: (1) the student must present an academic average of "C" or better in the courses already completed; and (2) he must have the permission of the Dean of the School of Education and the Dean of the school from which he is transferring.

A screening procedure common to all divisions of the university, but of especial significance to teacher education, is the determination of competency in written English. Every student beyond the sophomore level must pass a written examination demonstrating his proficiency in the use of written English. This English Qualifying Examination may be taken any number of times. No student is qualified to receive a degree unless he has satisfactorily passed this examination.

The student's adviser in education is primarily responsible for interpretation of the data relative to diagnosis. Data available include: (1) Reports of physical examinations, given at entrance to the institution and again just prior to the internship; (2) Report of a speech screening; (3) Results of the English Qualifying Examination; (4) Academic records, including the high school record. Additional test data may be secured at the request of the adviser.

Placement services of this institution are provided on an informal basis. They are neither organized nor centrally located.

Institution E. There is no formal admission to the program in teacher education. However, since the General Education Core is con-

centrated in the first two years, the acceptance of a student for junior standing is, in effect, admission to the teacher education program. At the end of the first semester of their sophomore year, all students must take: the Comprehensive English Examination; the Cooperative General Culture Test; and the Cooperative Contemporary Affairs Test for College Students. These represent the two major points in the screening procedure at this institution.

An extensive testing program furnishes the bulk of the data used in the diagnosis of deficiencies in the preparation and qualifications of students. This testing program includes the following provisions: (1) Entering freshmen are given entrance examinations. Particular emphasis is given to English and mathematics; (2) at the end of the first semester, sophomores are given the Comprehensive English Examination, the Cooperative General Culture Test, and the Cooperative Contemporary Affairs Test for College Students; (3) the Comprehensive English Examination must be successfully passed during the second semester of the junior year as a prerequisite to student teaching; (4) all seniors must pass the locally prepared Senior Comprehensive Examinations; (5) all prospective graduates in teacher education must take the National Teachers Examination.

The placement function is performed by the Director of Teacher Education, and the data necessary to its performance are filed in his office.

Institution F. There is no formal admission to the program in teacher education. If entering freshmen elect elementary education, then their adviser is selected from the Division of Education. Transfer to the Division of Education may be made at any point in the student's

preparation. Achievement tests are given all students at the end of the sophomore year. This may be considered as a screening point. However, there are no special provisions for unique application to students in elementary education.

The following procedures, institution-wide, are applicable:

(1) a series of tests is administered to all freshmen, designed to gain understanding of their abilities, aptitudes, and interests; (2) the faculty advisory system is coordinated by the Director of Guidance, who supplements the adviser conferences with vocational, educational, and personal counseling; (3) achievement tests are given near the end of the sophomore year.

An institution-wide Placement Bureau is maintained. Seniors fill out standard forms which are kept on file to send to prospective employers. The Director of the Placement Bureau also coordinates the placement of interns for their field experience.

Institution G. There is no formal admission to the teacher education program. Since at this institution elementary education constitutes a major field, the rule applicable to all major fields is in effect. This provides that the student may select the major field at any time prior to the end of the sophomore year, but must select it at that time. No special screening policies are formulated. Each course is regarded as a screening device. Students who are judged unfit for teaching by the instructors are not permitted to intern.

The function of diagnosis of deficiencies in the preparation and qualification of students preparing to teach rests primarily with the student's adviser. The following features of the program show the main aspects of the function, and the primary sources of data: (1)

students majoring in elementary education are assigned an adviser in the elementary education department; (2) each student must undergo a comprehensive examination in the major field as a prerequisite to graduation; (3) the Graduate Record Examination is administered to all students at the close of the sophomore and the senior years; (4) each course is viewed as a device in diagnosis and screening.

The function of placement is provided through the Registrar's and the Dean's offices. No placement bureau, as such, is maintained.

Institution H. There is no formal admission to the program in teacher education. Since elementary education constitutes a Major Field of study, the ruling for all major fields is applicable. This rule states that a student is expected in the first two years to do the introductory work in his major subject which will give him the fundamental knowledge necessary for advanced work. This implies an early selection of a Major Field, and places advisers in a position to do initial, informal screening. There are no unique screening devices or techniques. The judgment of the adviser, the Dean, and the Director of Teacher Education, and the application of the following college policies define the screening and continuous selection procedure: (1) an overall average of better than "C" is a prerequisite to internship; and (2) a "B" average in education courses is required for graduation.

In this institution the preparation of elementary school teachers is a relatively minor function. Elementary education constitutes a Major Field, and the student must elect his major near the end of the sophomore year, and a major adviser is assigned. The Director of Teacher Education serves as the Major Professor for all Elementary Education students. With this person rests primary responsibility for diagnosis

of students preparing to teach. No entrance examinations are required, but a health report and the student's high school record are among the available data. Unique to this institution, and a valuable source of data is the evaluation made for each student in each course taken. Each instructor fills out a rating sheet that considers not only academic achievement, but other factors that reflect the development of the whole person.

The placement function is centralized in an institution-wide Placement Bureau to assist seniors and alumni in finding employment.

Institution I. There is no formal admission procedure for entrance to programs of teacher preparation. Admission may take place at any time in the student's undergraduate preparation from freshman to senior year. No means of selectivity is employed other than admission to the institution. To achieve certification to teach, students may enroll in the School of Education, or they may enroll in another division and elect Education as a minor. The latter course is more common to those who seek certification in the secondary field than it is for students pursuing certification in the Elementary School Course. Yet the course is open, and a few students elect to do it. This is a possibility in spite of the fact that the requirements for certification in Elementary School Course constitute a much heavier load than a typical academic minor.

The major screening point in the program at this institution is immediately prior to student teaching. The criteria applicable at this point are: (1) an overall "C" average; (2) freedom from speech defect; (3) freedom from physical defect; and (4) proficiency in English as judged by the faculty.

There is little evidence of formal organization or procedures prior to application for internship. This is probably due to the institution's policies of: (1) admitting students to programs of teacher education at any point in their undergraduate preparation; and, (2) permitting students to enroll in other departments of the institution, minor-ing in education, and achieving certification to teach. Major diagnoses occur upon the application for internship. Data relative to diagnosis includes the following: (1) the high school record; (2) placement examinations, which include a speech test; (3) a cumulative file, initiated in the introductory education courses. This device assures a cumulative record of all students seeking certification to teach, regardless of the department or college of their enrollment; (4) judgmental statements by the faculty as to the student's competence in English.

There is an institution-wide Placement Bureau on campus. However, this service is not used by students in education. Data relative to the placement function are filed in the office of the Dean of the School of Education. This office handles all requests for placement information on an individual basis.

Institution J. Requirements for initial admission to the institution are dependent upon the student's place of residence. For those students residing in the county of the institution, graduation from high school is all that is required. For those applicants residing outside the county, a "C" average over his four years of high school work is required.

There is no formal admission procedure for entrance into the teacher education program. An academic average of "C" must be maintained to continue in the program. The major screening occurs when the

student applies for internship. The factors of age and physical condition are given consideration. Students 15 years of age or physically handicapped tend to be eliminated.

There are no definite standards or procedures, unique to students of education, prior to the internship. At this point judgment is passed by the Head Professor in Elementary Education. Data available for diagnosis includes: (1) the high school record; (2) the student's college academic record; (3) reactions of other staff members regarding the student's characteristics.

Placement is effected on an informal basis. There is no formal organization for providing placement services, no delegation of this responsibility is made, and the data necessary for its operation are not centrally located.

Institution K. Admission to teacher education programs may take place at any time in the student's undergraduate preparation. No special means of selectivity are used other than admission to the institution. Those who express intentions to teach in the elementary school in their initial registration are advised to take "Introduction to Education," and are at this point assigned an adviser from the elementary education department, since elementary education will become their Major Field. The major screening point occurs when the student applies for internship.

While there are no special provisions for students in education, all students benefit from the general guidance program. One aspect of this program is especially designed for the upgrading of students with below "C" grades in their high school preparation. Data relative to the diagnosis of deficiencies are provided for the education division through this program. The major point of diagnosis occurs upon appli-

cation for the internship.

The placement function for students in education is performed through the office of the Head of the Education Department where all data pertinent to its implementation are filed.

Characteristics descriptive of all programs. The screening devices and policies of the eleven institutions were examined to reveal those characteristics descriptive of all the programs. The following features were found to exist in common:

1. Initial admission to the institution is considered to be the first point of screening for students in education.
2. A cumulative file is kept on all students in elementary education, in which information is recorded that is considered to be related to the success of prospective teachers.
3. Students in elementary education are assigned to a faculty adviser from the department of elementary education. This adviser assumes the responsibility of counseling out of elementary education those students failing to meet the institution's requirements.
4. Some type of speech screening for students in elementary education is employed by all the institutions studied, usually early in the student's program, never later than the beginning of the internship period.
5. An overall grade-point average of "C" is required for graduation.
6. An overall grade-point average of "C" is a prerequisite to internship.
7. A grade of "C" or better must be earned in the internship.
8. Students may be withdrawn from internship at any point.

This is rarely done, but it is general policy.

The underlying criteria for the selection of prospective teachers reflect a common core of agreements on principles relative to the qualities, characteristics, and competencies of a teacher in the elementary school. Their bases on the local level may be: (1) specifically stated; (2) reflected in practice and/or (3) implicit in documents. They are stated below in terms of desired student characteristics:

1. The student must have good command of the fundamental tools of oral and written expression.
2. The student must exhibit academic competence.
3. The student must be free from mental and physical defects.
4. The student must exhibit competence in teaching in an actual classroom situation.
5. The student must be free from psychological or personality defects that would be detrimental in his establishing a professional relationship with children.
6. The student's overall fitness to enter teaching must be established. Evaluations by both objective measures and subjective ratings are used.

There were wide variations, however, in the interpretation as well as the implementation of screening policies in the institutions studied, both in regard to the kinds of data collected and the use made of these data. While data on students were available, the function of these data in the screening process was not clearly defined in many institutions. In a few cases there were sincere attempts to interpret this information in relation to screening and selection processes.

In the area of personality and psychological characteristics, the greatest difficulty in implementing screening procedures was encountered in all institutions.

In the consideration of the procedures and techniques employed in the diagnosis of deficiencies in the preparation and qualifications of students, the total of the pre-service preparation was included. The following means of diagnosis were found to be common to all programs:

1. A physical examination
2. Interviews and conferences
3. Analysis of speech
4. High school record
5. Instructors' evaluations
6. Objective test data.

All of the institutions studied make some provision for serving their graduates in their quest for teaching positions. The investigation sought to determine the nature of the placement function rather than to analyze the details of organization and procedures. The descriptions above (pp. 90-101) point up the wide variations in practices employed in the institutions in providing this service. The following variations were noted.

1. There was a wide range in the complexity of organization to provide placement services for graduates. In some cases a staff member, usually from the department of elementary education, supplied the necessary services on a more or less informal basis. In other cases there were formal organizations, with several persons devoting full time to the provision of placement services.

2. The extent of the use of the placement services provided

varied widely from institution to institution. In some institutions registration for placement is compulsory and its use by graduates extensive. In others registration is optional and its use by graduates quite limited.

Counseling of Students

Procedure and organization.--In providing for the counseling of students, the institutions studied showed wide variation in procedures and organization. The degree of complexity of organization and the extent to which procedures were specified were directly related to the size of the institution. In the smallest, there was no formulation of procedures relative to the counseling of students. In the largest, procedures were specified in detail, and the implementation of the total program was delegated to a Coordinator or Director of counseling services. Yet in all of the programs, whether finely organized or wholly informal, certain common features were evident. These common aspects or features are:

1. Academic counseling is provided for each student from his initial registration in the institution. A counselor, or faculty adviser, as he is typically referred to, provides guidance in the choice of courses to be taken.
2. Cumulative records are kept on each student and are made available to the counselors or advisers.
3. The counselor or adviser can initiate action that will provide additional data about a specific student.

The data on counseling procedures were examined to determine the point in a student's program at which the division or department of education assumed major responsibility for the counseling of students

seeking certification in Elementary School Course. The determination of such a point in all of the institutions was not possible because: (1) in two of the institutions Elementary School Course certification may be obtained as a minor field of study; (2) in some of the institutions the point at which the student was assigned to an adviser from the education department was subject to variation.

Figure 1 was devised to show the range within which the assump-

Figure 1

RESPONSIBILITY FOR THE COUNSELING OF STUDENTS IN ELEMENTARY EDUCATION ASSUMED BY THE DEPARTMENT OR DIVISION OF ELEMENTARY EDUCATION AND BY OTHER DEPARTMENTS OR DIVISIONS IN ELEVEN INSTITUTIONS IN FLORIDA

Institution	Freshman Year	Sophomore Year	Junior Year	Senior Year
A	-----	-----	-----	-----
B	-----	-----	-----	-----
C	-----	-----	-----	-----
D	-----	-----	-----	-----
E	-----	-----	-----	-----
F	-----	-----	-----	-----
G	-----	-----	-----	-----
H	-----	-----	-----	-----
I	-----	-----	-----	-----
J	-----	-----	-----	-----
K	-----	-----	-----	-----

_____ By the division or department of elementary education.

--- By a division or department other than elementary education.

--- Either is possible.

tion of major responsibility for the counseling of students in elementary education typically occurred in the institutions studied.

Provisions for remediation.— Provisions for the remediation of deficiencies in the qualifications and in the preparation of students preparing to teach in the elementary school varied widely. Data were examined, not for facilities that were available or might be presumed to be applicable, but for those that were actually used. The following common elements in the programs of remediation were found: (1) regular courses were considered to be remedial devices in all of the institutions; (2) academic proficiency, as reflected by grades was a major concern; (3) the physical well-being of students is a common concern, and some attention to remediation is given in all institutions. Table 7 presents

TABLE 7

PROVISIONS FOR THE REMEDIATIONS OF DEFICIENCIES IN THE PREPARATION AND QUALIFICATIONS OF STUDENTS PREPARING TO TEACH IN THE ELEMENTARY SCHOOL IN ELEVEN INSTITUTIONS IN FLORIDA

Provisions	Institution										
	A	B	C	D	E	F	G	H	I	J	K
Speech Clinic	X	X									
Reading Clinic	X					X					
Psychological Clinic	X										
English Clinic		X	X								
Non-credit, remedial course in Reading				X							
Non-credit, remedial course in English Usage				X	X						
Non-credit, remedial course in Mathematics					X						

the provisions among the institutions studied for remediation of deficiencies in the preparation and qualifications of students preparing to teach in the elementary school. In addition, the following variations were noted.

1. The area of major emphasis in remediation varied from institution to institution. In some, clinical services played a major role; in others the general background of the student, particularly in the realm of English usage, received major emphasis.

2. There was variation in the degree of concern over remediation of deficiencies in academic achievement. While all of the institutions share a common concern over academic proficiency as reflected by grades, in two of the institutions this concern seemed significantly greater than in the remaining nine institutions.

Direct Experiences with Children and Youth

Types.—Direct experiences with children and youth are provided in all of the institutions studied. They are of three major types: (1) observation; (2) participation; and (3) student teaching or internship. From the standpoint of their administration, they include: (1) experiences that are integral parts of regular courses; and (2) those experiences which lie outside the scope of the regular courses. This latter category includes primarily observation and participation in the pre-school planning sessions of the public schools.

The data were examined to determine the extent to which the pre-school planning sessions and the opening weeks of school are employed to provide direct experiences for students in the public schools. Certain reactions, common to all the institutions, were expressed in the interviews. These were as follows: (1) the experience is a valuable

and desirable one in the preservice education of elementary school teachers; (2) its inclusion in the program of preparation is administratively difficult because the institutions are not in regular session when the experience is available. All but one of the institutions placed the experience on a voluntary basis. In this institution the experience was mandatory. Three of the institutions reported that while some of their students had the experience, no record was kept of the number involved, and no estimate of the extent of its use was given. Table 8 shows the estimated percentage of students in elementary education participating in pre-school planning sessions. Since in all but

TABLE 8

THE REPORTED PERCENTAGE OF ELEMENTARY EDUCATION STUDENTS OBSERVING OR PARTICIPATING IN PRE-SCHOOL PLANNING SESSIONS AND/OR OPENING OF PUBLIC SCHOOLS IN ELEVEN INSTITUTIONS IN FLORIDA

	Institutions										
	A	B	C	D	E	F	G	H	I	J	K
Percentage of total number of students achieving certification in Elementary School Course	80	100	85	3	50	25	0	*	*	*	40

* Some use reported, but no accurate estimate possible.

one of the institutions the experience is on a voluntary basis, the percentages expressed are probably indicative of the emphasis placed on the experience by staff personnel involved.

Extreme variation in the use of the pre-school planning sessions and/or the opening of the public schools in providing direct experience

is evident. One institution required all students in elementary education to observe and participate in these sessions prior to their internship. One institution makes no use of these experiences in its program. Two institutions, while placing the experience on a voluntary basis, encourage students to participate to the extent that 80% or more of their students have the experience. In the remaining five institutions, the number of students having the experiences range from 3% to 50% of the total number who intern.

Most of the institutions studied provided for some contact with children prior to the internship experience. One index of the extent of this provision is the number of courses taken before internship that include such experience as an integral part of course content. Table 9 shows the number of such courses in the programs preparing elementary school teachers in the institutions studied.

TABLE 9

THE NUMBER OF COURSES OFFERED PRIOR TO INTERNSHIP THAT INCLUDE DIRECT EXPERIENCE WITH CHILDREN AS AN INTEGRAL PART OF COURSE CONTENT IN ELEVEN INSTITUTIONS IN FLORIDA

	Institutions										
	A	B	C	D	E	F	G	H	I	J	K
Number of Courses	3	2	1	2	0	3	3	3	4	0	2

Table 10 presents the types of experiences used in the institutions studied to provide direct experiences with children for students in elementary education prior to the internship. Only those experiences which are provided as integral parts of courses are included.

TABLE 10

TYPES OF DIRECT EXPERIENCES WITH CHILDREN PRIOR TO THE INTERNSHIP INCLUDED
IN COURSE CONTENT FOR PROSPECTIVE ELEMENTARY TEACHERS IN ELEVEN
INSTITUTIONS IN FLORIDA

Types of Experiences	Institution										
	A	B	C	D	E	F	G	H	I	J	K
Observation of children in a classroom	X	X		X		X	X		X		X
Field trips	X								X		
Participation in community activities	X			X							
Community surveys	X										
Observation of one child in school setting for case study	X	X									
Participation in Laboratory School	X								X		
Group observation of a classroom		X					X				
Total class visitation to a school							X				
Individual teaching of one or more lessons to a class									X		

The most frequently mentioned direct experience with children that is provided prior to the student's internship is the observation of children in a classroom. Seven institutions listed this experience as being provided for students in elementary education. Three institutions provide for participation in the laboratory school for prospective elementary teachers. None of the other means of providing for direct experi-

ences with children was listed by more than two institutions. The number of means of providing for direct experiences with children listed by any one institution ranged from 0 to 6. The organization and administration of direct experiences with children, other than those in the internship, were found to be similarly handled in all of the institutions studied. They were included as an integral part of course content, and provisions for them were under the direction of the instructors of the courses involved.

The internship represents the period in the student's preservice training wherein greatest emphasis is placed on direct experiences with children. All of the institutions studied offer the internship experience. Similarities and differences in the programs of internship were noted. The following brief descriptions of the internship course in the institutions studied will serve to point up these similarities and differences.

Institution A. Elementary education students have one semester of internship for which they receive 15 semester hours credit. No other work is permitted during the semester. Thirteen weeks are spent in a selected elementary classroom and three weeks in seminar sessions on campus. The on-campus seminars are three in number, of one week's duration each, and are held before the field experience, at the mid-point of the field experience, and after the completion of the field experience. No breakdown of the total 15 semester hours credit is made, the experience being viewed as a unified whole. The course carries a single course number, and a single grade is awarded for the semester's work.

Institution B. The internship is divided into three major parts:
(a) 5 weeks' preparation or pre-internship, which is scheduled for one

period a day; (b) 9 weeks in an elementary classroom devoted to full-time student teaching; (c) 4 weeks' post internship on the campus, which again is scheduled for one period a day. This combined work is awarded 6 semester hours credit. During the 5 weeks preceding and the 4 weeks following the field experience, special 9-weeks courses are taken which bring the total of the semester's work to 15 or 17 semester hours. Courses are selected from the following areas: Teaching Exceptional Children—3 semester hours; Teaching the Slow Learner—3 semester hours; Guidance—3 semester hours; Art—2 semester hours; Anthropology—3 semester hours.

Institution C. The internship semester is divided into three major parts: (a) the pre-field experience workshop of 5 weeks duration; (b) 8 weeks in an elementary classroom devoted to full-time student teaching; (c) 3 weeks on campus following the field experience. The field experience is awarded 10 semester hours credit. The combined pre- and post-field experience workshops offer 6 semester hours credit. These workshops are devoted to the general areas of principles of teaching, curriculum, and evaluation, and to the specific areas of the teaching of reading and the teaching of arithmetic in the elementary school. Participation and observation in the Campus Laboratory School are also included in this course.

Institution D. The internship semester is divided into three periods: (a) the pre-internship period of 5 weeks; (b) the field experience of 8 weeks; and (c) the post-internship period of 4 weeks. The field experience is awarded 6 semester hours credit. Nine semester hours of credit are received during the pre- and post-field periods. This credit is assigned for three courses: Teaching of Arithmetic and

Social Studies, 3 semester hours; Teaching Language Arts, 3 semester hours; and The Elementary School Curriculum, 3 semester hours.

Institution E. Student Teaching is awarded 6 semester hours credit. The field experience varies from 9 to 14 weeks depending on the location of the school. If the small Campus Laboratory School is used, the time varies from 9 to 14 weeks. If the local public schools are used, a period of from 12 to 14 weeks applies. For students placed in public schools at a distance, the minimum of 9 weeks applies. Short courses are arranged to bring the total work load of the student to 15 semester hours.

Institution F. The internship semester is divided into three major parts: (a) an on-campus period of 2 weeks duration; (b) 10 weeks in an elementary classroom in full-time student teaching; (c) 4 weeks on campus following the field experience. The field experience is awarded 10 semester hours credit. The combined on-campus sessions lasting 6 weeks offer 6 semester hours credit. These periods are devoted to principles of teaching, curriculum, evaluation, organization, and administration.

Institution G. The internship semester is divided into two major parts: (a) 7 weeks on campus devoted to special courses in education relating to preparation for the field experience, and (b) 9 weeks in the field devoted to full-time student teaching. One of the courses given during the time spent on campus, Introduction to Internship, is devoted to observation and participation in actual classroom situations. This course is optional, but it was reported that about $3/4$ of the students take it. Eight semester hours credit is earned during student teaching. For a month or two after the field experience, weekly con-

ferences are continued for the purpose of clearing up problems that have been presented.

Institution H. The internship quarter is divided into three major parts; (a) on-campus work of two weeks duration; (b) full-time student teaching for 8 weeks; and (c) on-campus sessions for one week following the field experience. While some time during the on-campus sessions is devoted to lesson-planning, subject organization, and evaluation, the major portion of the three weeks is devoted to arithmetic methods for elementary teaching. The total experience of the internship quarter is equivalent to three full courses, for which 15 quarter hours (10 semester hours) credit is given. No credit breakdown for the parts of the internship is made.

Practice Teaching is provided for those who cannot fit the internship into their schedules. This provides for a minimum of 160 hours (clock hours) of observation and practice teaching. This experience may be either: (a) distributed for 16 weeks at two hours per day; or (b) distributed for 8 weeks at 4 hours per day. Ten quarter hours credit is assigned to this course, which is equivalent to 6 2/3 semester hours.

Institution I. The internship semester is divided into three major parts. Instructional Materials for Use with Children, a 3 semester hour course of 4 to 5 weeks duration, is offered in a Demonstration School to provide access to materials used with children and opportunities for participation experiences. Internship in the Elementary School, offering 9 semester hours credit, includes 10 weeks experience in an elementary school and 1 week on campus for a seminar reviewing this participation. Teaching in the Elementary School is a weekly seminar that runs concurrently with the intern's field experience. It carries 3

semester hours credit.

Institution J. The internship covers a full semester's work and offers 12 semester hours credit. Students are advised to take no other work during this semester. However, about 1/4 of them carry one additional three-hour course. The breakdown of the 12 semester hours credit is as follows: directed student teaching—6 semester hours; Teaching of Arithmetic—2 semester hours; Teaching of Science—2 semester hours; Teaching of Social Studies—2 semester hours. The internship is comprised of four major parts: (a) a period of 6 consecutive weeks on campus with approximately 3 hours per day spent in seminar; (b) 9 weeks full-time student teaching in a public school; (c) a weekly 1½ hour conference with the director of interns on campus; (d) a two weeks on-campus seminar following the field experience for review and appraisal of classroom experiences.

Institution K. The internship semester is divided into three major parts: (a) on-campus work of three weeks duration, devoted to the preparation of the intern for work in his selected school; (b) 12 weeks spent in full-time student teaching in a public school; and (c) one week again spent on campus in evaluation of the classroom experience. Fifteen semester hours credit is awarded for the total semester's work. No breakdown of specific credit allocation is made.

Figure 2, On-Campus and Field Experience During the Internship Semester, shows the time distribution of campus and field experiences in the institutions studied.

Administration and organization of the internship.—In analyzing the organization and administration of the internship programs, the following aspects were considered: (a) the placement of interns

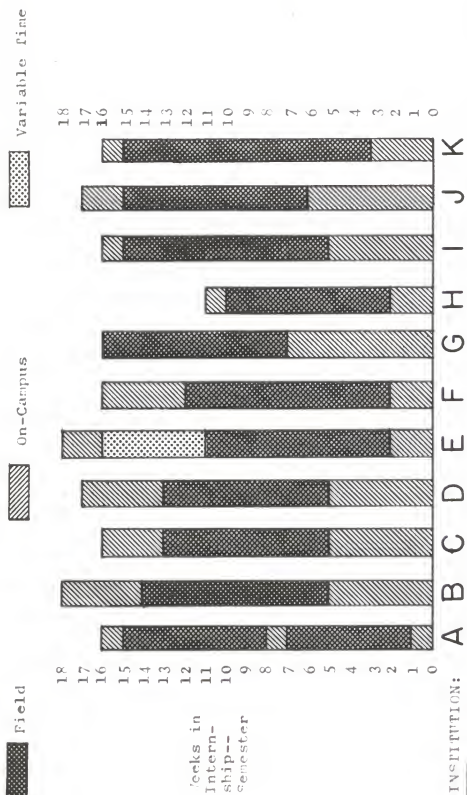


Figure 2

On-Campus and Field Experience during the Internship Semester

in the public schools; (b) the coordination of the internship programs; (c) visitations to the interns; (d) procedures relative to application for internship; (e) placement of the internship in the total program of preparation. These aspects are presented below in this order.

In all of the institutions studied, major responsibility for the placement of the intern with a cooperating teacher in a public school was assigned or delegated to a person or department of the institution. This function in no case represented the total load or sole function of the person or persons involved. Table 11 lists by institution the person, persons or department responsible for the placement of interns.

TABLE 11

ALLOCATION OF PRIMARY RESPONSIBILITY FOR THE PLACEMENT OF INTERNS
IN PUBLIC SCHOOLS IN ELEVEN INSTITUTIONS IN FLORIDA

Institution	Title of Person or Department Responsible
A	Coordinator of the Intern Program in Elementary Education
B	Head of the Division of Education
C	Intern Supervisors who visit interns in the field
D	Coordinator of the Internship Teaching Program
E, H	Director of Teacher Education
F	The Placement Bureau of the Institution
G	Dean of the College
I	Coordinator of the Intern Program
J	Head of the Elementary Education Department
K	Head of the Education Department

In all the institutions studied, persons are designated whose responsibility it is to coordinate the internship program for students in elementary education. In five of the institutions, the coordination of the internship program represents all, or the major portion of, the work load of one person. This person is designated as the Head, Coordinator, or Director of the Intern Program. In five of the institutions, the person serving as administrator of the total program in elementary education is also responsible for coordinating the internship program for prospective elementary teachers. In the remaining institution, the Dean of the College serves also as the Coordinator of the intern program. These categories seem to be related to the size of the institution. The first group included those institutions in the state having the largest enrollments, the last has one of the smallest enrollments.

Procedures for applying for internship were found to be similar in all of the institutions studied. Common features in these procedures are:

1. Formal application or request to intern is filed during the semester preceding, or the year preceding the internship semester.
2. Data assembled are referred to the person responsible for the placement of the intern for his field experience.
3. Conferences and/or interviews are used to supplement and confirm the data assembled.
4. The applications to internship provide the basic data used in compiling information about the intern which is sent to the cooperating school.

Visitations to cooperating schools for the purpose of observing the intern at work or conferring with the intern and his cooperating

teacher are made by staff personnel in all of the institutions studied. The number of these visits varies from institution to institution, and in most cases varies from time to time within each institution. Figure 3a shows the minimum to maximum number of visits made by intern supervisors to the cooperating schools during an internship, and the duration of the internships in weeks. Seven of the institutions allow for some variation in the number of visits. One provides for variation in the length of the field experience, depending on the location of the cooperating school (see p. 113). Figure 3b also shows the minimum to maximum number of visits made in the eleven institutions. In this instance, however, the field experiences are equated to a base of 10 weeks duration.

The internship semester is typically allocated to the senior year. However, one institution encourages interning in the final semester of the junior year, and another permits the use of the summer session. The designation of the semester used for the internship is shown in Table 12.

The data were examined to determine the relation of the experiences in the internship to the instructional programs in the institutions studied. Certain elements were found to be common to all:

1. The completion of several courses in education was prerequisite to admission to the internship.
2. Competence as reflected by a grade of "C" or better was required in all cases.
3. Interns participate for full school days in the cooperating schools. In those few cases where additional course work was permitted, the courses were scheduled after school hours or on Saturday.

The semester hour credit value of the field experience was

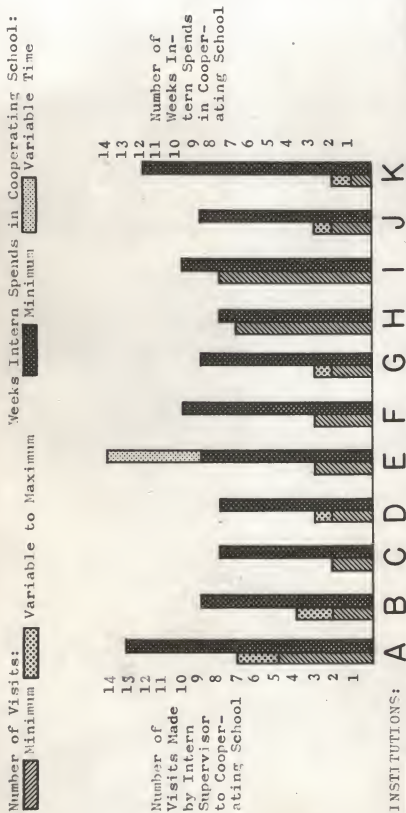


Figure 3a

Visits Made by Supervisors During the Intern's Field Experience

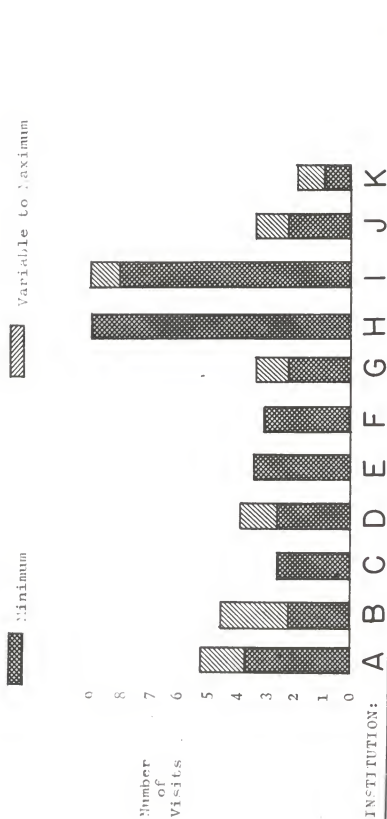


Figure 3b
Number of Visits Made by Supervisors Equated to a Field Experience of 10 weeks

TABLE 12

SEMESTER DESIGNATED FOR THE INTERNSHIP EXPERIENCE
IN ELEVEN INSTITUTIONS IN FLORIDA

Institution	Junior Year		Senior Year		Summer Session
	1st sem.	2nd sem.	1st sem.	2nd sem.	
A			X	X	
B			X	X	
C		X	X		
D			X	X	
E			X	X	
F			X	X	X
G			X		
H			X	X	
I			X	X	
J				X	
K			X	X	

determined for each of the institutions studied. In seven of the institutions the student teaching experience carried a course number different from the other experiences or courses that are included in the internship semester. In three of the institutions, while a single course number designates the total of the experiences provided during the internship, a breakdown of credit allocation for specific portions of the total experience was obtained. The remaining institution makes no breakdown of credit, interpreting the internship as a unit experience. Figure 4 shows the length of the field experience in the internship programs in relation to the semester hour credit allocation indicated.

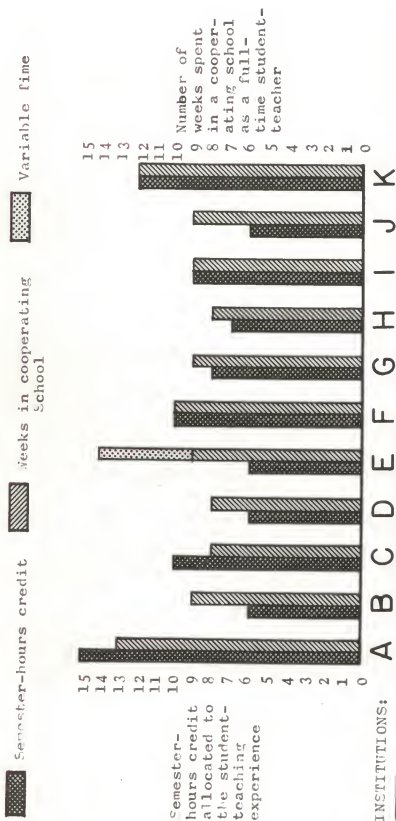


Figure 4

Number of Weeks Interns Spend in Cooperating Schools in full-time Student Teaching and the Semester-hour Credit allocation to the Experience in 11 Institutions in Florida

* Institution A awards 15 semester-hour's credit to the total internship. No "breakdown" of this credit is made. cp. p. 34.

In all of the institutions but one, grades awarded for the field experience are comparable to those awarded in other courses. That is, they are given the same symbol designation and have the same value in the computation of quality or honor points. In one institution an evaluation of Satisfactory or Unsatisfactory is made and no honor or quality points may be earned.

Several features relative to the functions of the supervisors of interns were found to be common to all of the institutions:

1. The interns were observed in teaching situations.
2. The supervisor held conferences with the intern, the cooperating teacher, and the principal in the cooperating school.
3. The supervisor of interns was a staff member of the institution.
4. The supervisor had either full or partial responsibility for the preparation of the intern for the field experience.
5. The supervisor played the major role in recommending a grade for the field experience.
6. The supervisor served as an interpreter of institutional policies regarding the intern program to the personnel of the cooperating schools.

The number of visits to the cooperating schools made by the intern supervisor varies. This variation has been shown above in Figures 3a and 3b.

The number of interns assigned to one supervisor varied widely. In most cases, the supervision of interns represented a portion of the supervisor's duties during a given semester. In order to determine the number of interns considered as a full load for one supervisor, a

typical teaching and supervisory schedule was examined at each institution. These included both teaching and intern supervision duties. Assuming a full teaching load to be 15 semester hours, projection to a full load of interns was made. The spring semester, 1955-56 was used in all cases. This projection is presented in Figure 5.

Figure 5

Intern Field Supervision

Projection to full load equivalent based on
15 semester hours as full teaching load

School	No. of interns supervised					
	10	20	30	40	50	60
A	-----					
B	-----	-----	-----	-----	-----	-----
C	-----					
D	-----					
E	-----	-----	-----	-----	-----	-----
F	-----					
G	-----	-----	-----	-----	-----	-----
H	-----					
I	-----					
J	-----	-----	-----	-----	-----	-----
K	-----	-----	-----	-----	-----	-----

The range of full load equivalents in intern supervision was from 15 to 60 interns. Implicit in this projection is the institutions' time allocations for the supervision of one intern. The range here is from

the supervision of one intern being equivalent to the teaching load of one semester hour to the supervision of four interns being equivalent to the teaching load of one semester hour.

Wide variations exist in the distance from the campus of the co-operating public schools used for the field experience in the intern programs. Policies regarding the establishment of centers for the placement of interns range from a restriction to the local community of the institution to the use of centers throughout the state. Four institutions employ statewide placement of interns. In five of the institutions, intern placement is restricted to nearby schools, principally in the county in which the institution is located. In one institution, intern centers are restricted to locations within 120 miles of the campus. In one institution, intern placement is restricted to four counties in the state, the greatest distance from the campus being 170 miles. One of the institutions practicing state-wide placement of interns uses the campus laboratory school for a limited number of interns.

In ten of the eleven institutions studied, placement of the intern for his field experience involves the signing of a contract of agreement by the cooperating teacher, the principal of the cooperating school, the county supervisor and/or the county superintendent, and a representative of the college or university. In one institution, no formal or written contract is used. In that institution, placement of the intern is effected by contacting the county school administrator; the schools and teachers to be used are selected by him.

All of the institutions provide the cooperating schools with printed or mimeographed materials which contain information concerning the intern program. These materials include both descriptive material

and also any forms that are to be used by the cooperating schools in reporting on the interns' work.

No financial compensation is given to the cooperating teachers by any of the institutions in Florida. Some recognition for the services rendered is provided as follows:

1. In the state universities, cooperating teachers are issued a waiver of fees certificate entitling them to one registration in university courses without payment of the registration fees.

2. In one institution the directing or cooperating teachers are listed in the annual catalog.

3. In three institutions, annual banquets are held in honor of those who have served as cooperating teachers during that year.

Table 13 presents information relative to the training and selection of cooperating teachers. It should be noted that while criteria for the selection of cooperating teachers may be implicit in the practices, or are informally agreed upon at each institution, they are explicitly formulated in only two of the institutions.

Program Evaluation

The evaluation of programs preparing elementary school teachers is apparently a concern in all of the institutions studied. The means of continuous implementation of programs of evaluation varied widely. In some cases there were specified techniques and designated committees; in others, techniques were not formulated nor was the responsibility designated.

The following statements indicate the kinds and extent of evaluative activity carried on in the institutions studied:

TABLE 13

CERTAIN ASPECTS RELATIVE TO THE SELECTION AND TRAINING OF COOPERATING
TEACHERS IN ELEVEN INSTITUTIONS IN FLORIDA

Aspects	Institutions										
	A	B	C	D	E	F	G	H	I	J	K
Criteria for selection of cooperating teachers not formally specified		X	X	X	X	X	X	X	X	X	
Course in the supervision of interns offered for cooperating teachers	X		X			X			X		X
Selection of cooperating teachers made jointly by local school personnel and representative from institution	X		X	X	X	X	X		X		X
Selection of cooperating teachers made wholly by local school personnel		X						X		X	

1. Four of the institutions are members of the American Association of Colleges for Teacher Education. This membership requires periodic evaluation and accreditation by the organization.

2. The Division of Teacher Education of the State Department of Education accepts the evaluation of the American Association of Colleges for Teacher Education as a basis for the approval of programs of teacher preparation in the member institutions. For the other seven institutions in the state, the Division of Teacher Education assembles evaluating committees which visit the institutions and evaluate their programs in teacher education according to criteria formulated by the State Department.

3. Evaluative activities by the local staff of the institutions

precede the visitations by the evaluating committees in (1) and (2) above.

4. All of the institutions included in this study are members of the Southern Association of Colleges and Secondary Schools.

5. Five of the institutions emphasize the use of staff committees in program evaluation.

6. Two of the institutions make special provisions for the evaluation of the total program by students.

7. Two institutions make special provisions for program evaluation by the cooperating teachers.

Combination Programs

In the initial consideration of the practice of combining the preparation of elementary school teachers with the preparation in some other area, the term "dual certification" was used. It had been assumed that all preparations combined with Elementary School Course programs would result in additional certification. This terminology was used in the questionnaire. Study of the data subsequent to the return of the questionnaire revealed that the assumption was in error, for in two of the institutions it was possible to combine a program of study that would qualify the student to be certified to teach in the elementary school with another major field of study that did not lead to additional certification. For this reason the terminology was changed to "combined" or "combination" programs in order to be accurate and descriptive.

Extent of the use of combination programs.--In five of the eleven institutions, combination programs that include preparation to teach in the elementary school with some other competence or special teaching field are offered. In all cases these combination programs qualify the student for state certification in Elementary School Course. The other prepara-

tions combined with Elementary School Course specialization fall into three general categories: (1) Programs leading to qualification for certification to teach special phases or aspects of the education of elementary school children; (2) programs leading to certification to teach a special field in the secondary school; and (3) programs that develop competences other than teaching.

The interrelatedness of the separate phases of these combination programs is implied by the categories used above. In category (1), both preparations are concerned with elementary school children. Programs in this category qualify the student to be certified to teach in a special area that provides for the education of atypical children of elementary school age. In category (2), the students' preparations qualify them to teach on both the elementary and the secondary levels. In category (3), the student becomes eligible for certification in Elementary School Course only. The other competence developed in this type of combined program does not represent a certification area and is not necessarily related to teaching. For example, at one institution, certification in the Elementary School Course may be acquired by students who major in Social Welfare or Social Work.

Examination of the data relative to such combined programs revealed variation among the institutions in: (1) the extent of the use of combined programs; (2) the areas or competences combined with Elementary School Course programs; and (3) feelings of the staffs involved regarding the desirability of the practice.

Five of the eleven institutions studied make provisions for the combination of the preparation for teaching in the elementary school with some other certification area or competence within the limitation of the

semester hours required for graduation. Of these five institutions, three make provisions for the acquisition of additional certification through course work beyond graduation requirements. This additional work is usually accomplished by attendance in one summer session or one regular semester. Of the six institutions not making specific provisions for the combination, one reports that due to its own graduation requirements, a student majoring in Elementary Education may add certification in Secondary Science or Mathematics by attending an additional summer session. It was reported that several students have done this.

Factors influencing the use of combination programs.—Due to the limitations of the records kept at the institutions studied, accurate and comparable data relative to the extent of the use of combined programs, or the degree to which they are encouraged, were not available. However, both the interviews and the questionnaire responses indicated that the practice was in general favor. While only five institutions reported the current use of such programs, all but two of them favored the practice. It was further indicated that several factors are operative in the state which place limitations on the implementation of combined programs. These factors are as follows:

1. Certification regulations make no provisions for combined programs, hence such programs must be "tailored" to fit two or more sets of requirements.
2. The administration of combination programs is difficult under existing institutional organizations.
3. Counseling of students for such programs requires more time than for regular programs.
4. Cross-departmental cooperation is necessary for the effec-

tive implementation of combination programs.

5. Because of the added burden of content in course requirements, programs are usually limited to students of superior ability.

6. Placement of interns or student teachers becomes a more involved process, since field experience in two levels is required.

7. Variations among institutions, such as in the number of semester hours required for graduation, makes uniform programs impractical.

8. Combination programs usually eliminate electives in a student's program.

Table 14 shows the extent to which the institutions studied have implemented programs leading to certification to teach in the elementary school combined with another preparation. The number of semester hours required for graduation is shown, as this factor places a limitation on the number of courses that can be included in a given program of study. The attitude of the staff at each institution, as revealed by both questionnaire and interview, is also shown.

In addition to those combination programs shown in Table 14, three of the institutions offer combination programs that require work in addition to graduation requirements for their completion. In one institution, the additional work leads to certification in one of the following sub-areas of the education of the exceptional child: (1) Education of the child who learns slowly; (2) Education of the child with physical disabilities or special health problems; or (3) Education of the child with speech irregularities. In another institution the additional work leads to comprehensive coverage in the education of the exceptional child. In the third institution, the additional work leads

TABLE 14

SEMESTER HOURS REQUIRED FOR GRADUATION, COMBINED PROGRAMS OFFERED WITHIN LIMITATIONS OF GRADUATION REQUIREMENTS, AND ATTITUDE TOWARD THE PRACTICE OF PROVIDING COMBINED PROGRAMS IN ELEVEN INSTITUTIONS IN FLORIDA

Institution	Semester Hours Required for Graduation	Combinations within Limitations of Graduation Requirements	Attitude Toward Practice
		Elementary School Course Certification and:	
A	124	Early Childhood Education	<u>Not</u> Favored
B	124	Library Science, Art, Music, Physical Education, Science, Home Economics	Favored
C	124	Education of Exceptional Child (one sub-area), Recreation Education, Social Work, Social Welfare, Child Development	Favored
D	120	None	Favored
E	120	None	Favored
F	124	None	Favored
G	128	None	Favored
H	128	None	Favored
I	120	Early Childhood Education	Favored
J	124	None	<u>Not</u> Favored
K	130	Early Childhood Education, one high school subject	Favored

to certification to teach science or mathematics at the secondary level.

To aid in the determination of the extent to which combination programs are used in the institutions studied, the following item was included in the questionnaire (Appendix A): "Please check the dual certification programs that are offered in your institution. Use the follow-

ing code: (1) Frequently used; (2) Seldom used; (3) Never used; (4) To be offered in the near future; (5) Recently discontinued.

- _____ Elementary School Course and Early Childhood Education
- _____ Elementary School Course and Education of the Exceptional Child (one sub-area)
- _____ Elementary School Course and Education of the Exceptional Child (comprehensive coverage)
- _____ Elementary School Course and one Special Field in Secondary."

(Space was provided for the addition of other combinations.)

Examination of the returned questionnaires revealed that two of the respondents used a simple x mark rather than the code indicated. Follow-up interviews revealed that in these cases the extent to which the checked combinations were used varied, and hence it was felt that the categories listed were not descriptive.

Table 15 shows the responses to this item of the questionnaire. It should be noted that only in the case of the combination of Elementary School Course with Early Childhood Education is there indication of frequent use. From the data shown in Table 15 and from information obtained in the interviews, the writer concludes that the probable order of frequency of the four combination programs most often used is as follows: (1) Elementary School Course and Early Childhood Education; (2) Elementary School Course and Education of the Exceptional Child (one sub-area); (3) Elementary School Course and one special field in secondary; and (4) Elementary School Course and Education of the Exceptional Child (comprehensive coverage).

Staff reactions to combination programs.—Item 1 of the questionnaire stated, "In many of our colleges it is possible, within the limits of the four-year program leading to a Bachelor's degree, for

TABLE 15

TYPES OF COMBINATION PROGRAMS THAT INCLUDE MEETING CERTIFICATION REQUIREMENTS FOR ELEMENTARY SCHOOL COURSE AND THE EXTENT OF THEIR USE IN ELEVEN INSTITUTIONS IN FLORIDA

Combination Programs Used— Elementary School Course and:	Institutions										
	A	B	C	D	E	F	G	H	I	J	K
Early Childhood Education	x		1	2	3	2	2	3	1	2	1
Education of the Exceptional Child (one sub-area)			2		3	3	3	3	3	2	4
Education of the Exceptional Child (comprehensive coverage)	x		3		3	3	3	3	3	2	4
One Special Field in Secondary			2		3	2	2	2	2	2	2
Music		x		2							
Art		x									
Physical Education		x									
Social Studies		x		2							
Social Work			2								
Library			2								
History							2				
Mathematics							2				
Biology							2				

Code: 1—Frequently used
 2—Seldom used
 3—Never used
 4—To be offered in the near future
 x—Variable use

students to achieve certification in Elementary School Course plus certification in some other area. (a) What is your general feeling regarding this practice? Do you favor it? Why or why not?" Two of the respondents did not approve of the practice, eight were in favor of it, one did

not express a reason for favoring the practice, although the interviews revealed that it was in favor.

One of the respondents who held the practice of providing combination programs within the limits of graduation requirements in disfavor represented an institution that provides such programs. The responses were similar in intent, and the following excerpt from one of them typifies both: "I believe that individuals need to concentrate on becoming well-rounded elementary teachers--four years is not enough for that. Specialization should be in a fifth year."

Of the eight responses indicating approval of combination programs, three of them represented institutions that had such programs, five of them represented institutions that do not have combination programs. Of the former group, one respondent favored combination programs only if the second area of concentration were an extension of elementary education, one felt that such programs made teachers more useful and proficient, and the third, while favoring the practice, expressed no strong feelings concerning it. Of the latter group, one respondent felt that some change in certification requirements regarding practical experience should be made to facilitate combination programs; two of the respondents felt that combination programs added to a teacher's competences, one of them seeing particular value in this for teachers in small schools; one stated that many administrators want teachers who are certified in more than one area.

Problems in the pre-service education of elementary school teachers as seen by personnel in the institutions studied

In combination programs.--Item 1 (c) of the questionnaire (Appendix A) asked respondents to describe what they considered to be their

most pressing current problem in programs that led to dual certification that were frequently used in their institutions. There were six responses to this item, since in only six of the institutions were such dual or combination programs frequently used. In these six responses the following problems were identified:

1. While students are acquiring specialization areas, their time and interest seem to be concentrated on the area other than the total elementary program.
2. The additional course work required in combination programs places a burden on both students and staff.
3. Dual internships are difficult to work out satisfactorily.
4. A problem is presented in seeking agreement on modifications and yet protecting vital learnings with fewer hours.
5. In combining Elementary School Course and one special field in secondary, the state requirements for certification demand special methods and practical experience on both levels. This additional burden of course work limits such combined programs.

In area of most concern in meeting state certification requirements.—Item 2 of the questionnaire¹ asked respondents to describe their most pressing problem in that area of preparation of elementary school teachers that in their opinion presented problems of most concern in their total programs. The areas presented for their choice were: general education requirements; professional education requirements; and elementary school course requirements. One of the respondents indicated that all three areas were of equal concern. One respondent listed general education requirements and elementary school course requirements as

¹See Table 2, p. 79.

being of equal concern. One respondent indicated that the area of elementary school course requirements was of most concern, but did not describe the nature of problems faced in relation to this area of preparation.

Five responses pointed up general education as the area of most concern. The problems identified were as follows:

1. There is a lack of articulation between general and professional preparation.
2. Giving priority to certain areas and assuming other areas like skills in music, skills in art, and mastery of plain arithmetic are not worthy of being included restricts, limits possibilities in the other phases of teacher education.
3. There is need for the organization of a General Education program that would make teachers more effective.
4. There is a need for providing greater competence in the communicative arts in the general education courses.
5. There should be more emphasis on general education in order to produce better informed students with well rounded personalities before specialization in elementary school preparation.

Two of the respondents indicated that the area of professional education requirements was of prime concern. In their responses the following problems were identified:

1. In their field experiences, students may encounter a philosophy of education in complete contradiction to that which is presented in campus courses.
2. There is danger of duplication in the courses in the professional sequence due to lack of proper coordination.

Three of the respondents indicated that the area of elementary school course requirements was of most concern. One of these did not describe a specific problem. From the two remaining responses the following problems were identified:

1. Due to scheduling problems, it is difficult to have students take courses in what is felt to be the most desirable sequence.

2. The requirements set up too many individual areas of preparation. Too much is offered in the nature of "professionalized" subjects.

In providing for screening and selection.—Item 3 of the questionnaire asked respondents to indicate that aspect of screening and selection that was presenting the greatest problems in their overall program, and then to describe their most pressing problem in this designated category. Four areas were presented for choice: (1) The initial selective admission of students to elementary education; (2) The continuous appraisal of students in elementary education; (3) Placement services for graduating seniors and graduates; (4) Follow-up services for your graduates in their initial teaching. Space was provided for the addition of other aspects, but none was listed.

Table 16 shows the responses to Item 3 in which respondents were asked to rank the aspects listed in the order in which they were presenting problems in their overall programs.

Six of the respondents selected "The initial selective admission of students to elementary education" as the area of greatest concern. In their responses the following problems were identified:

1. There is a need for means of selecting high caliber students in the initial stages of training.

2. There is a problem in getting sufficient staff to make more

TABLE 16

THE ORDER IN WHICH CERTAIN ASPECTS OF SCREENING AND SELECTION OF STUDENTS ARE PRESENTING PROBLEMS IN OVER-ALL PROGRAMS AS RANKED BY SELECTED PERSONNEL IN ELEVEN INSTITUTIONS IN FLORIDA

Aspects	Institutions										
	A	B	C	D	E	F	G	H	I	J	K
The initial selective admission of students to elementary education	3	1	1	2	3	1	3	1	1	1	3
The continuous appraisal of students in elementary teacher education	2	4	2	1	1	3	4	3	2	2	1
Placement services for graduating seniors and graduates	3	3	4	4	2	4	1	4	3	0	4
Follow-up services for graduates in their initial teaching	1	2	3	3	4	2	2	2	4	3	2

Code: 0—Presenting no problems in over-all program
 1—Presenting most problems in over-all program
 2, 3, 4—Descending order of problem presentation in over-all program

direct contacts and to evaluate evidence.

3. No selectivity is exercised for those students who indicate a desire to teach at the elementary level.

4. There is a lack of cooperation from other departments in advising early choice and enrollment in elementary education.

5. There is no control over admission to elementary education program other than general admission to the institution.

6. Since there is no generally accepted procedure adopted by the colleges and universities of the state, it is difficult for one college to maintain a thoroughly selective admissions plan.

Three of the respondents selected "The continuous appraisal of

students in elementary teacher education" as the area of greatest concern. From their responses the following problems were identified:

1. Many of the students reaching the senior level are misfits in the program.

2. Appraisal does not lead to action. Students in whom deficiencies are identified are neither dropped from the program nor given remediation.

3. Means are not provided to keep check on student development.

One respondent selected "Placement services for graduating seniors and graduates" as the area of greatest concern. The problem identified was the preparation of placement papers.

One respondent selected "Follow-up services for your graduates in their initial teaching" as the area of greatest concern. The lack of budget and staff necessary for an adequate follow-up program was given as the most pressing current problem.

In counseling of students in education.--Item 4 of the questionnaire asked respondents to indicate that aspect of counseling that was presenting the greatest problems in the overall program, and then to describe their most pressing problem in the designated category. Seven aspects or sub-areas were presented for choice: (1) Progressive retention of students in elementary teacher education; (2) Counseling of lower division students; (3) Counseling of upper division students; (4) Measuring students' abilities and aptitudes; (5) Formulation and review of policies for guidance and counseling procedures; (6) Remediation of students' deficiencies in preparation or qualifications; (7) Guidance of student choice in electives. Space was provided for the addition of other aspects or areas but none was added. The problems described were limited to three of these areas. Three respondents cited

problems in the progressive retention of students in elementary teacher education, three cited problems in the counseling of lower division students, and five cited problems in the remediation of students' deficiencies in preparation or qualifications. Table 17 shows the responses

TABLE 17

THE ORDER IN WHICH CERTAIN ASPECTS OF PROGRAMS IN COUNSELING UNDERGRADUATE STUDENTS IN ELEMENTARY EDUCATION ARE PRESENTING PROBLEMS AS RANKED BY SELECTED PERSONNEL IN ELEVEN INSTITUTIONS IN FLORIDA

Aspects	Institutions										
	A	B	C	D	E	F	G	H	I	J	K
Progressive retention of students in elementary teacher education	3	7	1	1	7	6	1	5	2	0	5
Counseling of lower division students	1	5	4	2½	2	1	6	1	4	0	4
Counseling of upper division students	3	6	5	2½	3	3	5	6	5	0	3
Measuring students' abilities and aptitudes	2	2	6	6	5	2	3	3	3	0	6
Formulation and review of policies for guidance and counseling procedures	3	4	2	4	6	4	4	4	6	2	7
Remediation of students' deficiencies in preparation or qualifications	3	1	7	5	1	5	2	2	1	1	1
Guidance of student choice in electives	3	3	3	7	4	7	7	7	7	0	2

Code: 0--Presenting no problems

1--Presenting most problems

2, 3, 4, 5, 6, 7--Descending order of problem presentation

to Item 4 in which respondents were asked to rank the aspects listed in the order in which they were presenting problems in their overall programs.

The problems described as pertaining to the progressive retention of students in elementary teacher education were identified as follows:

1. The problem is to get the facilities, staff, and know-how to accomplish progressive retention.
2. There is need for the formulation of a system for accomplishing progressive retention.
3. Faculty members present other desirable fields that encourage the student to transfer to them.

Three respondents cited problems in the counseling of lower division students. These problems were:

1. There are differences in faculty viewpoint about counseling students into education. Hence, many may be encouraged to enter other fields.
2. Counselors in the lower division, in general, have not had professional training in counseling.
3. Faculty members of the department of Education have little opportunity to counsel lower division students.
4. There is a lack of cooperation from other departments in advising early choice and enrollment in education.

Five of the respondents described problems in the remediation of students' deficiencies in preparation or qualifications. From the responses the following problems were identified:

1. Large numbers of students present deficiencies in background knowledge, and in skills in oral communication.
2. The problem lies in arriving at an effective program for the remediation of students' deficiencies.
3. There is need for remediation, or at least more systematic detection, in emotional adjustment areas.
4. In order to lessen the problem in this area, a more selective

admissions program is needed.

5. There is need for means of securing the students' cooperation in remedial measures.

In providing for direct experiences with children.--Item 5 of the questionnaire asked respondents to describe what they considered to be their most pressing current problem in their selection of an area of their programs relative to the provisions for direct experiences with children which presented most problems. Six aspects or sub-areas were presented for: (1) Direct experiences with children as an integral part of professional courses; (2) Use of the Lab school in providing opportunity for direct experiences; (3) Arranging with off-campus schools for direct experiences; (4) Arranging with teachers in cooperating schools; (5) Staff supervision of direct experiences; (6) Relating direct experiences to the total instructional program. Space was provided for the addition of other aspects or areas but none was added. The problems listed were limited to three areas. Six respondents cited problems in the area of direct experiences with children as an integral part of professional course work. One respondent cited a problem in the use of the Lab school in providing opportunity for direct experiences. Two respondents listed problems in arranging with off-campus schools for direct experiences. One respondent cited problems in both of the two latter areas. Table 18 shows the responses to Item 5 in which respondents were asked to rank the aspects listed in the order in which they were presenting problems.

Six responses pointed up the provisions for direct experiences with children as an integral part of professional courses as the area of most concern. The problems identified were:

1. There is need for providing flexible time and necessary

TABLE 18

THE ORDER IN WHICH CERTAIN ASPECTS RELATIVE TO THE PROVISION FOR DIRECT EXPERIENCES WITH CHILDREN ARE PRESENTING PROBLEMS IN THE OVERALL PROGRAMS FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS AS RANKED BY SELECTED PERSONNEL IN ELEVEN INSTITUTIONS IN FLORIDA

Aspects	Institutions										
	A*	B	C	D	E	F	G	H	I	J**	K
Direct experiences with children as an integral part of professional courses	2	4	1	1	1	1	1	1	3	0	5
Use of the Lab school in providing for direct experiences	1	0	4	4	6	2	6	0	1	x	6
Arranging with off-campus schools for direct experiences	1	1	5	6	4	3	3	3	2	0	1
Arranging with teachers in co-operating schools	1	2	6	5	5	4	4	4	5	0	2
Staff supervision of direct experiences	2	3	3	3	2	6	5	5	4	0	3
Relating direct experiences to the total program	3	5	2	2	3	5	2	2	6	x	4

Code: 0--Presenting no problems

1--Presenting most problems

2, 3, 4, 5, 6--Descending order of problem presentation

* The respondent for Institution A grouped the aspects in three orders rather than six, placing three of them in the first order, two in the second, one in the third.

** The respondent for Institution J considered none of the aspects as presenting "pressing" problems. Two aspects were marked "x" to signify that some problems were manifest in these areas.

facilities and staff to tie in the experiences with the professional sequence.

2. There is no unified approach to the matter of having prospective teachers come in contact with children. Provision for direct experiences is left entirely to individual instructors.

3. Suitable arrangements with nearby schools cannot be made.
4. The scheduling of other on-campus classes makes planned observation in local schools most difficult.
5. The amount of direct experience that it is possible to provide is not adequate.
6. Arranging for individual participation below the internship level is difficult.

Two responses cited the use of the Lab school in providing direct experiences with children. From these several problems were indicated:

1. There is a lack of space for the increasing number of prospective elementary teachers.
2. There is a lack of understanding on the part of certain laboratory school teachers of their role in the teacher education program.
3. There is a lack of understanding on the part of the laboratory school administration of the role of the laboratory school in teacher education.
4. The role of the laboratory school in providing direct experiences is not clearly defined. The question as to whether or not the presence of observers and limited participants will interfere with the experimental function of the school is unresolved.

Three responses cited arranging with off-campus schools for direct experiences as the area of greatest concern. From their responses the following problems were identified:

1. The budget is inadequate to provide staff and travel for increasing student experiences and contacts with interns and cooperating schools.

2. It is difficult to arrange for direct experiences with children other than those directly associated with classroom teaching.

3. The schools are hesitant about admitting students as observers.

In evaluation of pre-service education.—Item 6 of the questionnaire asked respondents to indicate that aspect of evaluation of pre-service education that was presenting the greatest problems in the overall program, and then to describe their most pressing problem in the designated aspect. Three aspects were presented for choice: (1) Participation of the education staff in program evaluation; (2) Staff participation college-wide or university-wide in program evaluation; and (3) Student participation in program evaluation. Space was provided for the addition of other aspects, but none was added by the respondents. Three of the respondents selected the participation of the education staff in program evaluation as the area presenting the greatest problems. Six selected staff participation college-wide as the greatest problem area. One respondent listed these two areas as being of equal weight in presenting problems. One respondent selected student participation in program evaluation as the area of greatest problems, but did not cite or describe a specific problem. Two of the respondents selecting staff participation college-wide as the area of greatest problems did not describe specific problems in their selected area. Table 19 shows the responses to Item 6 in which respondents were asked to rank the aspects listed in the order in which they were presenting problems.

From the responses selecting participation of the education staff in program evaluation as the area of greatest problems, the following problems were identified:

TABLE 19

THE ORDER IN WHICH CERTAIN ASPECTS OF PROGRAM EVALUATION IN THE
PRE-SERVICE EDUCATION OF ELEMENTARY SCHOOL TEACHERS ARE
PRESENTING PROBLEMS IN OVERALL PROGRAMS AS RANKED BY
SELECTED PERSONNEL IN ELEVEN INSTITUTIONS IN FLORIDA

Aspects	Institutions										
	A	B	C	D	E	F	G	H	I	J	K
Participation of the education staff in program evaluation	1	3	1	2	1	3	3	0	3	0	1
Staff participation college-wide or university-wide in program evaluation	1	2	2	1	3	1	1	1	1	0	3
Student participation in program evaluation	2	1	3	3	2	2	2	2	2	0	2

Code: 0—Presenting no problems

1—Presenting most problems

2, 3—Descending order of problem presentation

1. Budget limits the ability of staff to participate in evaluation except as it is done rather superficially with students and other staff members.

2. The problem lies in getting the staff to clarify and document values before judgment is passed.

3. Staff turnover and limited experience of faculty members limits interest in, and organization for, evaluation.

4. The greatest need is that education instructors "re-think" their own courses.

From the six responses selecting staff participation college-wide as their greatest problem area in program evaluation, the following problems were identified:

1. Too few faculty members outside the department of education are brought in to evaluate the elementary program. Each department should be aware of its responsibility or share in the pre-service education of elementary teachers.

2. The general college-wide faculty are not intrinsically aware of the need for continuous evaluation in the teacher education field.

3. There is a lack of both time and interest in the college-wide faculty for the performance of this function.

4. The problem is to provide means of stimulating interest in the faculty in the program for preparing elementary teachers.

Item 7 of the questionnaire asked respondents to rank certain general aspects in the programs of pre-service education of elementary school teachers in the order in which they were presenting problems. These general aspects coincided with the major aspects in the study. The tabulation of their responses is presented in Table 20.

Five of the respondents ranked the aspect of providing for direct experiences with children as the area of greatest problem presentation in the pre-service preparation of elementary school teachers in their institutions. Four of the respondents ranked the aspect of providing for screening and selection of students as presenting the greatest problem area. The mean of the rank orders assigned each of these aspects by the respondents was 2.4. It is apparent that these two aspects of programs in the pre-service preparation of elementary school teachers are held to be the areas presenting the most problems in the overall program in the institutions studied. Next in order of problem presentation were the aspects of providing for guidance and counseling and providing for program evaluation. Each of these aspects was assigned a mean rank order

TABLE 20

THE ORDER IN WHICH CERTAIN GENERAL ASPECTS OF THE PRE-SERVICE EDUCATION OF ELEMENTARY SCHOOL TEACHERS ARE PRESENTING PROBLEMS AS RANKED BY SELECTED PERSONNEL IN ELEVEN INSTITUTIONS IN FLORIDA

Aspects	A*	B	C	D	E	F	G	H	I	J	K	Mean of Rank Orders
Provision for dual certification	2	5	5	5	6	6	6	1	5	0	2	4.3
Meeting course requirements for state certification	3	6	6	6	5	5	4	6	6	0	1	4.8
Provisions for screening and selection of students	3	1	1	1	4	3	3	4	2	1	3	2.4
Provisions for guidance and counseling	3	2	4	2	3	2	5	3	4	0	4	3.2
Provisions for direct experiences with children	1	4	2	3	1	1	1	5	1	0	5	2.4
Provisions for program evaluation	1	3	3	4	2	4	2	2	3	2	6	3.2

Code: 0—Presenting no problems

1—Presenting most problems

2, 3, 4, 5, 6—Descending order of problem presentation

* The respondent for Institution A grouped the aspects in three orders rather than six, placing two of them in the first order, one in the second order, three in the third order.

in problem presentation of 3.2. The aspect of providing for dual certification was next in order of problem presentation, being assigned a mean rank order of 4.3. The aspect of meeting course requirements for state certification was considered as presenting the least number of problems, being so indicated by most of the respondents and receiving the lowest mean rank order of 4.8.

Summary

This chapter has presented and analyzed the data collected relative to the purposes of the study. The presentation has followed the outline that was formulated in Chapter I. The analysis has pointed up divergences and common features in practices relative to those aspects of the programs investigated. Chapter V will offer a series of Guiding Principles for the pre-service preparation of elementary school teachers, and the composites of the practices found in the institutions studied will be evaluated in the light of these principles.

CHAPTER V
GUIDING PRINCIPLES IN THE PRE-SERVICE PREPARATION
OF ELEMENTARY SCHOOL TEACHERS

In order to provide a meaningful basis for drawing implications for the improvement of the pre-service preparation of elementary school teachers in the state of Florida, it was necessary first to establish the viewpoint from which the practices investigated would be considered. This frame of reference was defined by the formulation of certain guiding principles. In deriving these principles the literature was examined until repetition of ideas inherent in the documents assured the writer that an exhaustive examination had been made. The documentation offered in partial support of these principles is not, therefore, comprehensive, but represents only those sources which: (1) are representative of an amalgamation of concepts found in many sources; and (2) are consistent with and applicable to the criteria for the formulation of the guiding principles as stated below.

The following criteria were guides in the formulation and statement of the principles:

1. The established principles will be limited to those aspects of the pre-service preparation of elementary school teachers that have been investigated.
2. The philosophy implied by the composite of these principles must present internal consistency, i.e., all could conceivably be incorporated in a single program without conflict in basic ideas.
3. The principles will be presented on a level of

generalization that will make possible the equivalent consideration of variations in specific practices.

4. The stated principles will be designed to present bases for the comprehensive consideration of the aspects of programs and the practices relative to them in the preparation of elementary school teachers. They will not be used to evaluate the total program in any single institution.
5. The principles set forth could have universal application, i.e., they will not be uniquely applicable to the institutions included in the study.

The Guiding Principles are consecutively numbered, but are divided into groups of one or more so that their consideration may parallel the presentation of the major aspects of the study. Documentation of sources contributing to the formulation of the Guiding Principles follows each of the groups. Subsequent to the presentation of each group of Guiding Principles, evaluative statements are made designating the degrees of conformity to these Principles as evidenced by the data presented in Chapter IV.

Course requirements for students in elementary education

The total preparation of teachers is typically organized into three major categories of course work and other experiences. These are as follows: general preparation, providing a common core of knowledge and competences necessary for the student's needs as an individual and as a citizen; professional preparation, providing knowledge and competences essential to members of the teaching profession; and specialization preparation, providing those competences and skills necessary to teaching a particular subject or age group. This divisional framework is used by the State Department of Education in its certification requirements. It also forms the organizational guide for the institutions included in this study. In order to assure clarity, the following group of Guiding Principles parallel the

common organization.

Principle I The program of general preparation should be comprehensive, and should be organized around the common needs, interests, and problems of students and of society. Since these needs, interests, and problems do not remain constant, the program of general preparation should be distributed over the four-year period.

Principle II The professional preparation of elementary school teachers should be distributed over the four years of study. To assure unity and continuity of program, the courses should be planned with reference to each other and presented in sequence. To provide for integration, continuity, and flexibility, much of the program should be presented in large blocks of time rather than in separate, specialized, short courses.

Principle III Courses and other experiences designed to meet the specialization requirements in the elementary field should, in their organization and implementation, be consistent with the ideas expressed in Principles I and II.

Principle IV The needs of the elementary school child should be the primary focus of courses and other experiences designed to meet the specialization requirements in the elementary field.

In the area of general education, many conflicting points of view were found. However, regarding the importance of student needs there was general agreement.

Four significantly different viewpoints on general education came to expression in the deliberations of these teachers colleges. It should be added that all of them were based on an acceptance of student needs as the guide to curriculum planning.¹

The need for integration, for continuity, and for the sequential presentation of courses and experiences in the total preparation of teachers is reflected in the following excerpts:

So far as possible all educational experiences provided as elements in a program of teacher preparation should be planned with reference to each other so that they may combine to meet effectively the per-

¹Commission on Teacher Education, The College and Teacher Education (Washington, D. C.: American Council on Education, 1944), p. 62.

sonal, social, and vocational needs of students.¹

Present programs are out of balance in that they fail to recognize the three-fold needs of prospective teachers—their needs as individuals, as citizens, and as members of the teaching profession.²

The following statement expresses the conviction that both general and professional courses should be included in each of the four years of pre-service preparation:

It is undesirable that this part of a student's work should be concentrated in the freshman and sophomore years on the assumption that general education may be "completed" during this period, or with the consequence that attention to professional concerns must be postponed until a later time.³

The data presented in Chapter IV seem to warrant the following conclusions relative to Principles I through IV.

1. Little evidence was found indicating that the general preparation of elementary school teachers was organized around the needs, interests, and problems of students and of society. For the most part, general preparation finds definition in a list of required courses. The priority given the area of general preparation in the questionnaire, and the nature of the stated problems indicate that there is rather a widespread dissatisfaction with this area in the preparation of elementary school teachers. Some notable changes are being made that should tend to make practices and organization of programs more nearly consistent with the stated principles: (a) more freedom in the choice of electives is being given; (b) the role of the individual instructor in meeting and

¹Commission on Teacher Education, The Improvement of Teacher Education (Washington, D. C.: American Council on Education, 1946), p. 114.

²The National Society of College Teachers of Education, The Education of Teachers (Chicago: The University of Chicago Press), Yearbook XXIII, p. 12.

³Commission on Teacher Education, loc. cit.

recognizing student needs, interests, and problems is being stressed; and (c) guidance services are providing an integrative force in curricular organization.

2. In all the institutions studied general preparation is the major function of the first two years. Further, there seems to be a trend to decrease the number of hours in professional preparation now being offered during this period, particularly in the freshman year. Both the current practice and the apparent trend are in opposition to the stated principles.

3. The comprehensiveness of the student's general preparation, weighed in the light of his needs as an individual, as a citizen, and as a member of the profession is questionable. Two conditions revealed by the data indicate this to be a valid judgment: (a) the concern for this element in the student's preparation as reflected in the questionnaire responses; and (b) the fact that a student can qualify for state certification to teach in an elementary school with no preparation in mathematics.

4. The professional preparation of elementary school teachers in the majority of the institutions studied is achieved through a number of individual courses designed to provide the necessary skills and knowledge and to enable the student to meet the requirements in this area to qualify for state certification. While the use of prerequisites for certain courses in professional preparation more or less force a certain order in which students must take them, little evidence was found that the individual courses had been planned with reference to each other. Since both order and interrelatedness are implied in the foregoing group of principles, no more than three of the institutions studied may be said to present practices which are in agreement with them.

5. Comprehensive courses, presented in large blocks of time, have little representation in the professional preparation of elementary school teachers in the institutions studied. In the preparation prior to the internship semester, only one institution offers such a comprehensive course.

6. Courses and other experiences designed to meet specialization requirements in the elementary field tend to be more consistent with the foregoing principles than do either of the areas of general preparation or professional preparation. Although here again separate, specialized short courses remain the predominant pattern of organization, there is an apparent trend toward comprehensive courses, and an attempt to plan courses with reference to each other. An obvious reason for the latter is the fact that in most of the institutions studied many of the specialization courses were taught by one person. The content and method in all such courses and experiences seem to have as their primary focus the needs of the elementary school child.

Screening and Selection of Students

The following group of principles relates to the screening and selection of students preparing to teach in the elementary school. The placement of students following graduation from the institution is also given consideration here because the services relative to the placement function are held to be an extension of those services concerned with the screening and selection functions.

Principle V In the screening and selection of students preparing to teach in the elementary school, provisions should be made for both initial admission to the professional program and for the continuous retention and screening of students throughout its course. The criteria for screenings should be clearly stated and the procedures for their administration should be simple.

Principle VI There should be provisions for the diagnosis of deficiencies in the preparation and qualifications of students, and such provisions should be specifically related to desirable qualities in the teacher-to-be. Diagnoses should extend beyond the consideration of one or two factors such as academic grades, speech, or proficiency in English.

Principle VII The placement of graduates involves the same facilities that are needed for screening and selection, and hence should be construed as an extension of these same facilities and services. It follows then, that all materials, records, and information necessary for the performance of these related functions will be administratively unified.

The importance of the ideas inherent in these principles has long been stressed by those involved in the education of teachers. In the suggestions for principles to guide those engaged in teacher preparation, the National Survey of the Education of Teachers emphasized the importance of recruiting the best qualified persons for programs in teacher education. It was pointed out that this end could best be realized by:

Admission requirements aimed to select the most capable of the applicants as shown by all known prognostic measures including health and personality;

Systems of student personnel and guidance service which will start at admission to a teacher's curriculum and continue through a period of adjustment following graduation;

A rigid system of elimination of students who, during their preparation, show themselves to be unsuited or unfit for teaching.¹

The idea that many factors should be included in the screening process is emphasized by Frank E. Baker in his suggested principles for selective admission and selective promotion in teacher education institutions.

No single factor offers a sufficiently broad basis for the intelligent selection of candidates for teacher education institutions.

¹E. S. Evenden, "Summary and Interpretation," National Survey of the Education of Teachers (Washington, D. C.: U. S. Government Printing Office, 1935), Vol. VI, p. 243.

Accordingly, a program of selective admission must include several factors.¹

The aspect of unity in the functions of admission, selection, and placement is emphasized in the following:

Placement begins with admission, and is inseparable from it. Guidance culminates in placement--although it does not cease there. Knowledge of the candidates gained through counselling is the prerequisite of discerning placement.²

In the light of Principles V through VII the following conclusions based upon the data of this study are presented.

1. In only one of the institutions studied is there formal initial admission to programs preparing students to teach that attempts to differentiate between students who would pursue teaching as a profession and students who would pursue any other curriculum offered by the institution. The prevailing practice assumes that any student who qualifies to enter the institution is also acceptable for entry into teacher preparation. This practice implies a policy inconsistent with the stated principles.

2. All of the institutions studied have rather clear cut criteria for screening out students having gross physical defects or possessing inadequate academic competence. The administration of the screening procedures relative to these areas is also clearly defined.

3. While all of the institutions studied employ some type of screening with regard to speech and English proficiency, the criteria used are seldom clearly stated, and the administration of the process is not

¹The National Society of College Teachers of Education, op. cit., p. 55.

²Evan R. Collins, "Coordination of Selection, Admission, and Guidance with Teacher Placement," Current Practices in Institutional Teacher Placement, p. 31. (Written by thirty-five members of the National Institutional Teacher Placement Association; The Association, 1941).

clear to all the personnel involved.

4. Social, psychological and personality factors are given consideration in many of the screening procedures in the institutions studied. For the most part, however, administrative policies and procedures relative to their application appear to be in the formative stages.

5. All of the institutions studied make some provisions for the diagnosis of deficiencies in the students' preparation and qualifications. Most of them are devices universally applicable to the entire student body. Few of them are uniquely applicable to the diagnosis of the students' preparation and qualifications to become a member of the teaching profession.

6. In only two of the institutions studied do the procedures for the placement of graduates and the administrative organization for the coordination of these procedures coincide with the stated principles. In most cases the placement function is apparently conceived as an answering service to requests for teachers, and this function is typically performed by one who has many other administrative or teaching responsibilities.

7. In all of the institutions studied cumulative files are kept on students preparing to teach in the elementary school. These files are typically initiated when the student enrolls for his first course in education. Wide variations were found in the content of these cumulative records and in their application to screening and selection procedures. The physical location of such records and the administrative status of the person or department responsible for them varied from institution to institution.

Counseling of Students

The following group of principles are concerned with practices and procedures relative to the counseling of students preparing to teach

in the elementary school. They include reference to the remediation of deficiencies in the student's preparation and qualifications as well as follow-up services after graduation.

Principle VIII The procedures for the counseling of students should be clearly understood by all who are involved—staff, faculty, counselors, and students.

Principle IX The organization of the total program of guidance and counseling should be such that a unified and sequential treatment of student needs, interests, and abilities is assured. Such organization should fix responsibility for both the administration and the implementation of the program.

Principle X Continuity in the guidance program should be assured, beginning with the initial admission of the student, continuing through the undergraduate years to job placement provisions, and culminating in follow-up services in the field.

Principle XI Provisions for the treatment of remediable deficiencies in the student's preparation and qualifications should be administratively integrated with the counseling function so that the roles of all involved in referrals, remediation, and evaluation are clearly defined.

These principles are consistent with, and derived in part from, the State Board Regulations used by the Florida State Department of Education in approving programs which prepare teachers in Florida institutions. A portion of these Regulations states:

The responsibility of the college for student guidance begins with a well-organized program of introducing new students to the purposes and problems of college life, continues throughout the undergraduate years, and includes an effective placement service assisting the young graduates to find their proper places in the teaching profession. This responsibility includes the recommendation of graduates for certification, for placement in teaching positions and follow-up on the effective work of those students in their new positions.¹

¹State Department of Education, State Board Regulations Relating to Standards for Approving Programs of Teacher Education and Institutions Which Prepare Teachers (Adopted July 21, 1953, Tallahassee, Florida), pp. 291-92. (Mimeographed.)

That the many facets of the guidance processes, including facilities for the remediation of deficiencies in students' preparation and qualifications, are interrelated and should be administratively integrated is a conviction shared by most authorities in the field. Smith points this up in a plea for more descriptive terminology.

The use of the term guidance program rather than simply guidance suggests the need for binding together as a related whole the many services which comprise the guidance program. The integration of these services must be the recognized function of a responsible individual who possesses knowledge of the nature and function of each.¹

McDaniel reflects a similar viewpoint, pointing up both the importance of efficient administration and the interrelatedness of the several functions of a guidance program.

The need that guidance fills cannot be met efficiently by haphazard planning; it requires an organization of functions as carefully planned as those of any business venture. . . an organizational structure for the achievement of guidance purposes in education involved a plan for relating the activities of guidance workers to one another and to those of other members of the educational team.²

The data for this study seem to support the following statements.

1. Procedures for the academic counseling of students seem to be well defined in all of the institutions studied, and clearly understood by all involved. In this area the role of the counselor seems to be well defined and his access to assembled data regarding counselees indicates organizational structures that make possible the unified and sequential treatment of students' academic needs.

2. In the institutions studied the responsibility for academic

¹Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The Macmillan Company), p. 17.

²Henry B. McDaniel, with G. A. Shaftel, Guidance in the Modern School (New York: The Dryden Press, 1956), p. 29.

counseling of those students majoring in elementary education typically shifts from staff members responsible for the student's general preparation to staff members responsible for the professional preparation of the teacher-to-be. In most cases this transfer of major academic counseling responsibility seems to be poorly defined.

3. All of the institutions studied profess to give consideration to social, psychological, and personality factors in their guidance programs. While no index as to the efficacy of this consideration was found, there is apparent in these areas a need for better coordination of the various services necessary for the best use of the facilities available. Diagnosis, remediation, and evaluation often involve as many as three separate administrative units. Problems in communication arise, and the full realization of an effective program becomes difficult.

Direct Experiences with Children

The following group of principles apply to those practices and procedures which provide opportunity for students who are preparing to teach in the elementary school to have direct experiences with children. These principles have application not only to student teaching or internship, but to all those contacts with children provided for the student during his undergraduate years, and considered to be integral parts of his preparation for teaching.

Principle XII There should be adequate provision for the inclusion of direct experiences with children throughout the student's preservice preparation. Contacts with children prior to the internship should be integral parts of course work, consistent with the over-all purposes inherent in the total curriculum. Full-time student teaching or internship should represent the culmination of a planned sequence of direct experiences.

Principle XIII All the direct experiences with children

that are included in the student's preparation should be guided by the college instructor, planned with him in the light of agreed upon objectives designed to make direct contribution to the student's understandings, and evaluated in relation to these objectives. They should be planned in terms of the individual student's level of readiness and require his involvement and interaction with children.

Principle XIV Student teaching or internship should represent full-time, uninterrupted participation by the student in a public school. The period of this student teaching or internship should be of sufficient length to assure the student's participation in representative activities of a teacher.

Principle XV The selection of the school in which the student is to intern or participate, and the selection of the cooperating teacher who assumes direction of the student's participation should be made in accordance with established principles and policies which are consistent with the institution's objectives in their programs of preparation of elementary school teachers. The ultimate responsibility for these selections must rest with the institution in which the student is enrolled.

This group of principles was derived from, and are consistent with, the ideas expressed in significant sources pertaining to the development of laboratory experiences in teacher education programs.¹⁻⁴

When Principles XII through XV are applied to the findings of this study, the following conclusions seem pertinent.

¹Florida Teacher Education Advisory Council, Introduction to Internship (Tallahassee, Florida: State Department of Education, 1948), 129 pp.

²Donald P. Cottrell (ed), Teacher Education for a Free People, (Oneonta, New York: The American Association of Colleges for Teacher Education, 1956), 145 pp.

³American Association of Teachers Colleges, The Sub-Committee of The Standards and Surveys Committee, School and Community Laboratory Experiences in Teacher Education (The Association, 1948), 340 pp.

⁴State Department of Education, State Board Regulations Relating to Standards for Approving Programs of Teacher Education and Institutions Which Prepare Teachers (Tallahassee, Florida: Florida State Department of Education, 1953), Sections 231.11 and 231.12, pp. 288-97. (Mimeographed Bulletin.)

1. In most of the pre-service programs for the preparation of elementary school teachers in the institutions studied there are few provisions for direct experiences with children prior to the internship semester. Three of the institutions make no provisions for such contacts with children; two of them provide for experiences on a participation level. In seven, the experiences consist primarily of the observation of groups of children or of a particular child.

2. In only a few cases does the internship represent the culmination of a planned sequence of direct experiences with children. For the most part such pre-internship contacts are not planned in terms of the individual student's level of readiness, nor do they bear a sequential relationship to the preparation for internship.

3. A major portion of the pre-internship direct experiences with children listed by personnel in the institutions studied do not provide for any great degree of the student's involvement in interaction with children. Most of them may be placed in the category of observation, and while some participation by the student may be achieved, there is little evidence that this aspect is either emphasized or evaluated.

4. The pre-internship contacts with children provided in the institutions studied are typically parts of specific single courses in education. They are usually cooperatively planned by instructors and students, and are evaluated in terms of course objectives.

5. All of the institutions studied offer the internship. Perhaps it would be more accurate to say that the term "internship" is in common usage. The wide range in practices in all aspects relative to this experience indicates that the derivation of an operational definition of internship from current practices that would be acceptable to

all the institutions studied would be an impossible task.

6. All of the institutions offer the full-time internship rather than part-time student teaching, thus presumably providing opportunity for students to assume all of the roles of the elementary school teacher. There is common concern, however, that those teacher activities in pre-school planning sessions before the opening of school and during the first weeks following the opening of school are not adequately represented. Most of the institutions studied are currently working toward the greater inclusion and better use of these experiences in their programs.

7. Both the nature of the internship experiences and their duration are contingent upon the objectives established for them. Many of the objectives that could conceivably be realized through an internship could also be realized by other means. For this reason no exact period of time for the internship was formulated in the Guiding Principles. The length of the internship should be determined at the local level, based upon an evaluation of the program of preparation, with especial consideration for the unique objectives the internship is to fulfill.

8. In all of the institutions, major responsibility for the selection of the cooperating school and the selection of the cooperating teacher is assumed by personnel in these institutions. In most cases, however, this responsibility is wholly or partially delegated to administrative personnel in the local school systems. Policies relative to the selection of both cooperating schools and cooperating teachers are based on criteria that are more often implied than clearly stated. Implementation of such policies is rarely fully realized. The

best placement situations are apparently in those public schools wherein many interns have been placed by a particular institution. Over a period of years a spirit of cooperation and mutual understanding evolves. Such schools are usually referred to by the institutions using them as "intern centers."

Program Evaluation

The following group of principles apply to practices and procedures in the evaluation of the pre-service preparation of elementary school teachers. These principles were not designed for the consideration of all of the evaluative processes employed in the preparation of teachers. They have reference only to those processes which relate to the improvement of the program of preparation for elementary school teachers.

Principle XVI Evaluation of programs of pre-service preparation of elementary school teachers should be continuous, planned in the light of established techniques, and designed to measure progress toward established and stated objectives consistent with a recognized set of values.

Principle XVII Evaluation of programs of pre-service preparation of elementary school teachers should include the totality of the preparation for which the institution assumes responsibility.

Principle XVIII There should be involvement in the evaluative processes of representative members of all groups directly involved in any phase of the total program. Students, staff, faculty, public school teachers and administrators, and the community should be represented in these processes.

Although many sources were reviewed before the final statement of the foregoing principles was made, the writer is primarily indebted to the several publications of the Commission of Teacher Education. The evaluative processes, and their importance in teacher education,

are stressed in these publications. The formulated principles are consistent with the ideas advanced in them. The over-all importance of evaluation as a process is emphasized in the following.

Evaluation should play an important role in pre-service teacher education. Prospective teachers should learn to evaluate their own strengths and weaknesses and to help children and young people to do the same. They should learn to appraise the effectiveness of teaching procedures as a means to the continuous improvement of their own work. And college staffs should be constantly employing evaluative techniques for the same reason.¹

The fundamental necessity for the careful planning of evaluative processes, recognizing the interrelatedness of the constituent elements of the complete process, is emphasized by the following.

Techniques are related to procedures, and procedures are related to purposes. In fact, all three are closely interrelated. One of the reasons we have paid so much attention in the cooperative study to the procedures of evaluation has been our conviction that such considerations have been too often ignored.²

The viewpoint that the university or college as a whole is responsible for the total preparation of teachers is commonly advocated. Typical of the expressions found is the following.

We have consistently maintained in our treatment of all narratives that teacher education can be adequately handled only by the entire institution acting as one organic group.³

The need for student participation in evaluation is expressed in the following.

¹American Council on Education, The Improvement of Teacher Education, A Final Report by the Commission on Teacher Education (Washington, D. C.: American Council on Education, 1946), pp. 116-117.

²Maurice E. Troyer and C. Robert Pace, Evaluation in Teacher Education, Prepared for the Commission on Teacher Education (Washington, D. C.: American Council on Education, 1944), p. 357.

³W. Earl Armstrong, Ernest V. Hollis, and Helen E. Davis. The College and Teacher Education, Prepared for the Commission on Teacher Education (Washington, D. C.: American Council on Education, 1944), p. 299.

... we maintain that students will need to share more actively than they ordinarily have in the past in planning and appraising their education as they go along.¹

The following statements seem pertinent in the light of Principles XVI through XVIII.

1. None of the institutions studied have programs of evaluation that are wholly in accord with the stated principles. The techniques used vary widely, their application tends to be sporadic, and objectives are often not explicit.

2. About half of the institutions studied use staff committees in program evaluation. Here the primary emphasis is on the student's professional preparation. The evaluations may project into the student's general preparation, but only rarely is there involvement of personnel directly responsible for this portion of the student's preparation.

3. The internship receives major attention in the evaluative procedures being employed in the institutions studied. The continuous aspect of evaluation, however, does not seem to be emphasized, as many of the processes and procedures find initiation rather than culmination during the internship experience.

Combination Programs

In many of the institutions studied, it is possible, within the limitations of the requirements for graduation, to qualify for certification to teach in the elementary school and at the same time to combine with this preparation another preparation in some related field or in some specialized field. In most, but not all, cases the additional competency developed qualifies the student for certification in an area

¹Op. cit., p. 302.

of teaching additional to Elementary School Course. The following principle is designed to form a basis for the consideration of such programs regardless of whether or not they are intended to prepare the student for such additional certification.

Principle XII All programs of pre-service education that qualify graduates to obtain certification to teach in the elementary school should be organized in such a way that the preparation for teaching in the elementary school becomes the central, major focus. All other purposes should be auxiliary and related to this major aim. If a second competency is to be developed, then this competency must be one that is readily identified as being necessary to meeting needs, fostering interests, or developing abilities of the elementary school child.

The relevancy of the initial statement in this Principle is emphasized by the following:

Advanced subject-matter instruction for teachers should exhibit the highest standards of scholarship. Offerings in a particular field should, however, be planned and conducted with informed reference to the tasks that prospective teachers eventually will be called upon to perform.¹

Principle XIX was derived in part from a consideration of the point of view expressed in the following:

However, the prospective elementary-school teacher, in addition to study in each major field of knowledge, should have some area of concentration so that he may serve as a resource to his fellow teachers and thereby help to meet the needs of children having special interests and abilities.²

Essentially the same idea was expressed in an earlier work:

It is also recommended that the elementary teacher carry on intensive study in at least one area of specific interest while continuing advanced work in each of the fields represented in general education. . . . Each member of the staff may serve as a specialist in a given area for other members of a given school group, a

¹Commission on Teacher Education, The Improvement of Teacher Education (Washington, D. C.: American Council on Education, 1946), p. 114.

²Donald P. Cottrell (ed.), Teacher Education for a Free People, (Oneonta, New York: American Association of Colleges for Teacher Education, 1956), p. 87.

factor of very real importance in integrating the work of the school as well as in providing that type of help from the specialist so often needed by the elementary teacher-generalist.¹

In the institutions studied combination programs are provided for only a small percentage of the total number of elementary school teachers prepared. For the combination programs offered, the following conclusions seem warranted.

1. Most of the programs currently in effect violate wholly or partially the stated principle. That is, the purposes implicit in the additional preparation are not always obviously auxiliary to the major aim of preparation to teach in the elementary school.

2. In some cases the descriptive materials relative to combination programs imply that the preparation for teaching in the elementary school is relegated to a secondary position in the student's total preparation. Certification to teach in the elementary school is achieved "in addition to" some other basic preparation.

3. In some of the combination programs provided, one of the components is obviously not readily identified with the needs, interests, and abilities of the elementary school child. This applies especially in those instances where it is possible to achieve certification in the elementary school course plus certification to teach a special field on the secondary level.

Summary

This chapter has set forth certain guiding principles in the preservice education of elementary school teachers. The frame of

¹The National Society of College Teachers of Education, The Education of Teachers (Chicago: The University of Chicago Press, 1935), Yearbook XXIII, pp. 87-88.

reference for these principles was defined by the statement of criteria which served as guides in the formulation of the principles. These Guiding Principles were further limited in that they considered only those areas in the preparation of elementary school teachers that fell within the scope of the current study. The Guiding Principles were presented and documented in groups. Following the presentation and documentation of each group of Principles evaluative statements were drawn which were based on a consideration of the totality of practices in the institutions studied. In no case was an evaluation of the complete program of a single institution attempted.

In none of the aspects investigated did universal practices reflect complete compliance with the Guiding Principles. Practices relative to providing for the counseling of students preparing to teach in the elementary schools were found to conform most nearly with the Guiding Principles concerned with this aspect. Most divergence from the Guiding Principles were revealed in the practices relative to program evaluation and combination programs.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

It was the major purpose of this study to investigate and analyze the status of selected aspects of undergraduate programs provided by eleven Florida colleges and universities for the preparation of elementary school teachers, and to determine major problems in these programs as seen by personnel of these institutions. To achieve this purpose, the assembled data were presented and analyzed in Chapter IV. In order to provide a basis for the drawing of meaningful implications for the improvement of undergraduate programs for the preparation of elementary school teachers, Guiding Principles were formulated, and overall evaluative statements were made. These were presented in Chapter V.

The problem for this study, as stated in Chapter I, was to seek answers to a cluster of questions designed to serve, within the limitations established for the study, the purposes stated above. These questions are restated below, and following each of them is presented a series of statements in answer to them.

Within the limitations of those aspects investigated, what is the current status of the preparation of elementary school teachers in eleven institutions in Florida?

1. The exact number of students prepared in all of the institutions studied who are qualified to teach in the elementary school could not be determined. In some cases reliable estimates were available, but records kept at the individual institutions did not lend themselves to

obtaining complete data. Since graduates from these institutions are not required to obtain certification in the state of Florida, examination of certification records was fruitless.

2. State certification requirements in general, professional, and specialization seem to be the most influential single factor in curriculum construction as it relates to the preparation of elementary school teachers in the institutions studied.

3. The area of preparation of elementary school teachers defined as general preparation or general education is currently of greater concern to the personnel interviewed in the institutions studied than is either the area of professional preparation or specialization, that is, elementary school teaching preparation.

4. There is a tendency for the institutions' course requirements in all three areas of preparation to exceed minimum requirements for state certification. The range of variation in semester hours required for professional and elementary specialization preparation is not as great as in the area of general preparation.

5. The organization of the total program for the preparation of elementary school teachers varies from institution to institution. While in some instances, comprehensive courses offering from 6 to 15 semester hours of credit are included, the predominant pattern of organization is that of presenting single, isolated courses.

6. Clear-cut and well-defined screening practices, uniquely applicable to students preparing to teach in the elementary schools, are rare. Institution-wide policy regarding academic competence and proficiency in written and oral expression typically provide the basis for criteria for screening applicable to prospective elementary teachers.

In the area of personality and psychological characteristics, screening criteria are either merely implied or stated in broad and general terms. Responsibility for the elimination of students for deficiencies in these areas lies primarily in recommendations from student counselors.

7. In most of the institutions studied the major emphasis of the organization for counseling lay in provisions for the academic guidance of students. In all of the institutions studied an academic counselor or adviser was provided for each student from his initial registration to his graduation.

8. The assumption of major responsibility for the counseling of students in elementary education typically shifts from a division or department other than elementary education to the department of elementary education during the student's undergraduate preparation. The point at which this responsibility lies wholly within the division or department of elementary education staff is usually poorly defined. Further, in most of those cases involving combination programs, autonomy by the elementary education staff with regard to counseling is not achieved.

9. Most of the provisions for remediation of deficiencies in the preparation and qualifications of students preparing to teach in the elementary school deal primarily with academic proficiency of the students.

10. In all of the institutions studied the internship provided the major opportunity for direct experiences with children for students preparing to teach in the elementary school. In seven of the institutions it provides the only opportunity for interaction between children and the teacher-to-be.

11. Most of the contacts with children prior to the internship tend to be on the observation level and are planned in the light of

objectives inherent in specific courses. In most cases there is no evidence of their being planned as a continuum of direct experiences that find culmination in the internship. In two institutions no provision is made in courses prior to the internship for direct experiences with children.

12. There is almost universal agreement among the institutions' personnel directly concerned with the internship programs that participation by their students in the pre-school planning sessions and opening weeks of public schools would be desirable. Extreme variation in the extent of provision for this experience exists in the institutions studied. In only one institution is this experience required for all students. In other institutions participation is on a voluntary basis, ranging from a very small percentage of students to as high as 85 per cent. There is common agreement that under existing conditions the inclusion of this experience as an integral part of undergraduate programs is administratively very difficult.

13. While the internship for students preparing to teach in the elementary schools is common to all of the institutions studied, variations in specific practices within the larger framework of the internship imply that many basic disagreements exist. Those areas in which practices reflect most disagreement appear to be: (a) objectives to be realized by the total internship experience; (b) the place of the internship in the rest of the preparation program; (c) the role of the intern supervisor or coordinator; (d) the structure and content of the internship semester; (e) the interrelatedness of the component parts of the internship; and (f) the designated responsibility of public schools and colleges or institutions in the guidance of the interns' experiences.

14. The selection of cooperating teachers is based primarily on the judgments of either university personnel, administrative personnel in the public school systems, or a combination of the two. Criteria for their selection, on which the judgments are presumably made, are more often implied than formally stated.

15. No special training is mandatory for cooperating teachers. Four of the institutions offer a course designed to provide instruction in the supervision of interns. In these institutions it is general policy to select cooperating teachers from those teachers who have had such a course. This policy is not absolutely enforced.

16. No tangible compensation is given to the public school teachers under whose direction the students serve their internship. Two of the state universities issue a waiver of fees' certificate to cooperating teachers which entitles them to one registration. By reciprocal arrangement this certificate can be used at either university. In no case is direct financial payment made to cooperating teachers.

17. In the institutions studied program evaluation of the preparation of elementary school teachers is most often conducted through the use of staff committees. The students' professional preparation receives most attention in these evaluative activities, and much of the data used is collected during the internship, or during activities related to the internship.

18. For the most part the evaluative activities relating to the programs for the preparation of elementary school teachers in the institutions studied do not reflect continuity or comprehensiveness. This may account in part for there being little evidence of a feed-back relationship between evaluative activity and program change.

19. The interview and questionnaire responses revealed that the practice of combining preparation to teach in the elementary school with some other preparation is held in general favor. While its current use affects only a small percentage of the total number of students preparing to teach in the elementary school, the approval of personnel involved may indicate that there will be a trend in this direction in the future.

20. There are several factors that tend to deter the extensive use of combination programs in the preparation of elementary school teachers. These were reported to be: (a) such programs are difficult to administer; (b) the burden of content is greater for the student; and (c) facilities needed for such programs are often not available.

To what degree do the aspects studied meet the criteria for the pre-service preparation of elementary school teachers as established by the Guiding Principles?

1. In the institutions studied the courses designed to meet the student's general preparation do not operate in accordance with the Guiding Principles. In the area of professional preparation no more than three of the institutions present practices which operate upon the criteria stated. In the area of specialization preparation the institutions studied tend to be more consistent with the principles stated although some variations in practices were found to exist.

2. Practices relative to the screening, selection, and placement of students preparing to teach in the elementary school are in part operating upon the stated principles but fall short of being clearly defined or comprehensive.

3. Practices and procedures relative to the counseling of students preparing to teach in the elementary school show a high degree of

consistency with the stated principles. However, some inconsistency with them was found with regard to continuity in responsibility for counseling and in over-all administrative organization for the efficient utilization of all available facilities relative to the counseling function.

4. When viewed in totality the practices relative to the aspect of direct experiences in the institutions studied tend to fall short of the standards set forth in the stated principles. This is not to imply that the quality of those direct experiences with children that are provided is inferior. The evidence indicates that the quality of these experiences is probably of a high order. The inconsistency of these practices with the stated principles is a result of the following conditions: (a) most of the pre-internship direct experiences with children are primarily on an observational level, are not fitted to individual needs, and do not bear a sequential relationship to the preparation for internship; (b) while the institutions studied assume responsibility for the selection of both the cooperating school and the cooperating teacher, this responsibility is usually wholly or partially delegated to administrative personnel in the local school systems; and (c) the criteria by which selection of cooperating schools and cooperating teachers is made are neither explicit nor rigidly enforced.

5. Practices in program evaluation relating to the preparation of elementary school teachers do not meet the stated principles in the institutions studied. Underlying values are often not recognized, and the objectives to be achieved are usually not clearly stated. Evaluative activities tend to exclude a major portion of the staff responsible for the students' preparation, and the procedures used

tend to be concentrated near the end of the preparation. These factors make it difficult for the continuous nature of evaluation to be illustrated in action.

6. Only a small percentage of the total number of students prepared to teach in the elementary school have combined this preparation with another area of competence or certification. Programs that include such preparation present a range of compliance with the stated principles from complete agreement to complete disagreement. Most of the programs currently in effect, however, violate wholly or partially the stated principles. The primary reason for this violation lies in the tendency to present the preparation to teach in the elementary school as a secondary rather than a primary area within the total preparation.

What are the major problems in the preparation of teachers for the elementary school as identified by personnel in the participating colleges and universities?

1. The general preparation of the student preparing to teach in the elementary school was seen by key personnel who responded to the questionnaire as constituting the area of more serious problem presentation than either the professional or the specialization areas of preparation.

2. In the programs for the screening and selection of students preparing to teach in the elementary school, the aspect of initial selective admission of students to elementary education was listed by more than half of the respondents to the questionnaire as the area of greatest problem presentation in their over-all programs for screening and selection.

3. In the programs for the counseling of undergraduate students in elementary education, the aspect of remediation of students' deficiencies in preparation or qualifications presented the greatest problem,

according to questionnaire responses.

4. The questionnaire responses indicated that in providing for direct experiences with children the inclusion of such experiences as integral parts of professional courses presented the greatest problem.

5. The questionnaire responses indicated that in the area of program evaluation the most common problem was that of securing staff participation on a college-wide or university-wide basis.

6. The limited use of combination programs in the institutions studied, and the variety of the combinations employed provide little basis for deriving common problems. The problems in this area are apparently unique to the institution and directly related to the number of students pursuing such preparation and the number of such combinations made possible in each institution.

Do the institutions have long-range programs for the evaluation of those aspects investigated?

1. Little evidence was found that the institutions studied employ comprehensive, long-range programs for the evaluation of the overall preparation of elementary school teachers.

2. The major portion of the evaluative activity reported was motivated by subsequent evaluations made by visiting committees whose function was to provide bases for the accreditation or approval of the total program in teacher education.

3. The evaluative activities reported tended to be sporadic, the techniques used varied widely, their application tended to concentrate on the students' professional preparation. They were used most often near the end of the students' preparation rather than being distributed over the four years of preparation.

Are there evident and discernible impediments to program change in the institutions studied?

1. The data indicated that most of the evaluative activities in the institutions studied were neither comprehensive nor continuous. Hence much of the data obtained through the evaluative procedures that were employed did not provide reliable bases for program change.

2. State certification requirements in general, professional, and specialization preparation for a framework in relation to which program change must operate. All current programs of preparation for elementary school teachers in the state conform to these requirements.

3. The area of general preparation is the responsibility of departments other than education and satisfactory cooperation or even adequate channels of communication are rarely found.

4. The complexity of problems involved in teacher education and the limited resources available make it difficult to design and conduct experiments which will provide sound bases for program change.

What implications for the improvement of the pre-service preparation of elementary school teachers can be drawn?

The implications for the improvement of the pre-service preparation of elementary school teachers in the institutions studied are presented in the form of recommendations. These recommendations are presented later in this chapter under two headings—"Recommendations for Action," and "Recommendations for Further Study."

Limitations of the Study

The conclusions presented above are, of necessity, influenced by the design of the study, by the procedures employed, and by the data compiled. It is important, therefore, that certain limitations of this

study be borne in mind in interpreting the data and in examining the recommendations for action. Major conditions affecting the generalization of results are presented below as limitations of this study.

1. In the consideration of the course requirements for students preparing to teach in the elementary school, course content was not analyzed. While course content may be implied by course title, it is realized that such titles are not absolute indices to course content.

2. Methods and materials of instruction, and the personal qualities of instructors were not investigated.

3. The data obtained from the questionnaire is limited in objectivity. Every effort possible was made to select from the personnel directly involved in elementary school preparation programs those who would best reflect the consensus of staff opinion. These selected persons were administered the questionnaire. It is possible, however, that some of the responses reflect a personal bias.

4. The study is limited because of the extensive scope of the investigation. More time spent on each campus would no doubt have been profitable, but the personal resources of the investigator were limited.

5. The nature and organization of the records kept at the institutions studied limited the scope of the study. One of the areas of investigation originally planned for inclusion in this study was abandoned because the necessary data were not available.

Recommendations for Action

Within the scope of the present study it seems clear that certain recommendations can be formulated for the improvement of existing practices utilized by eleven institutions in the state of Florida for

the preparation of teachers for the elementary school. The recommendations that follow are made on the assumption that changes in existing practices and procedures toward conformity with the standards set forth in the Guiding Principles are desirable. In order to achieve this conformity it is recommended:

1. That programs designated to provide general education background for prospective elementary school teachers be so organized that greater recognition will be given to the needs, interests, and problems of students and of society. Greater freedom in the choice of electives, the inclusion of comprehensive courses, and the extension of general preparation to include the last two years of preparation as well as the first two years are some of the means to this end.

2. That the professional preparation of the prospective elementary school teacher be distributed over the four years of preparation rather than being concentrated in two or three semesters.

3. That the courses and other experiences comprising the professional preparation of the elementary school teacher be offered in a designated sequence. Both the order and interrelatedness of these offerings should be determined in relation to carefully formulated and clearly stated objectives.

4. That courses and other experiences designated to provide the specialization preparation for prospective elementary school teachers be planned with reference to one another, and that much of this work be presented in comprehensive courses. Such consideration and organization would prevent overlapping, and provide opportunity for the unification of closely related content. A trend toward the use of comprehensive courses has been noted, and some of the institutions studied

now include courses offering from 6 to 15 semester hours of credit. However, the predominant pattern of organization remains that of presenting separate, specialized short courses.

5. That the individual institutions define the point of initial admission to those programs of preparation that terminate in the student's becoming certified to teach in the elementary school and that in this definition the relation of initial admission to other screening points be made clear. In most of the institutions the initial admission of the student to the institution is considered as an initial screening for those students who would become elementary school teachers. Yet little attention is given at this point to the consideration of the student as a prospective teacher. In many cases this places an undue burden on screening devices used later in the student's program, and in some cases makes it difficult if not impossible to eliminate those who give evidence of not becoming good teachers. It is recommended that the point of initial admission to those programs of preparation that terminate in the student's becoming certified to teach in the elementary school be established no later than the student's first registration of his sophomore year.

6. That the individual institutions clarify the procedures for the placement of graduates and make provisions for the administration of such placement so that the integration of the placement function with both the guidance program and follow-up procedures is assured. This recommendation is necessarily somewhat general in order that it may apply to all the institutions included in the study. Details of its implementation are dependent upon the size of the institution and the relative importance of its teacher training function. However, the principle

implicit in the foregoing recommendation is applicable to all the institutions.

7. That the individual institutions clearly define that point in the student's preparation when the major responsibility for the student's academic counseling is assumed by the department, school, or college of education. This point should coincide with the student's initial admission to the program of preparation designed for prospective elementary school teachers, and should be no later than his first registration of the sophomore year.

8. That provision for direct experiences with children be made an integral part of the content of professional and specialization courses prior to the internship, and further, that such provision stress the factors of sequence, interaction with children, and the individual student's level of readiness.

9. That the minimum preparation for cooperating teachers be determined and incorporated in the Florida Statutes as an area of certification, and further, that after a specified date no intern be placed with a cooperating teacher who does not have this certification.

10. That in the individual institutions techniques and procedures be adopted and stabilized that would assure long-range and comprehensive programs of evaluation of teacher education, and further, that in such programs the general preparation of the prospective elementary school teacher be given initial priority.

11. That there be records kept in each of the institutions that will readily indicate not only the total number of students whose preparation qualifies them to be certified to teach in the elementary schools of Florida, but would also indicate the number of students

who have combined the preparation to teach in the elementary school with some other competence or area of certification.

12. That effective follow-up services be provided for the graduates of the institutions in their initial year of teaching. To do this it would be necessary: (a) to extend entries in the student's cumulative record beyond the point of his graduation; (b) to allocate staff time to these services; (c) to provide adequate funds for such services; and (d) to maintain cooperative relationships with the public school personnel involved.

Recommendations for Further Study

During the processes of collecting and analyzing the data for the current study, needs for further study and research relative to those aspects of teacher education comprising the scope of the present study were noted. A list of such studies that would conceivably lead to the ultimate improvement of teacher education in the state of Florida follows:

1. A comprehensive, evaluative study of the programs of general education or general preparation for prospective elementary school teachers in the institutions included in this study. Such a study should first determine the objectives to be realized in these programs and would probably have implications for the revision of the state certification requirements with regard to the general preparation of prospective teachers.

2. Experimental studies at the local level to determine the efficacy and desirability of: (a) the sequential presentation of courses and other experiences in the professional preparation of elementary school teachers versus the presentation of such courses and experiences in a random order; and (b) the offering of courses and other experiences

relative to the professional and specialization preparation of elementary school teachers in comprehensive courses versus the presentation of single, isolated courses.

3. An evaluative study of practices in relation to the placement of graduates in teaching positions. Such a study should seek to clarify the administrative relationship between the placement function and follow-up services provided for teachers in their initial teaching experience.

4. A follow-up study of those students whose preparation combined qualifying them to teach in the elementary school with some other competence. Such a study would conceivably have implications for revisions in those combination programs now in effect.

5. A study to determine the objectives to be realized in the internship. Such a study could conceivably include recommendations of optimum length for an internship that would be consistent with the formulated objectives.

6. A study to determine the training and qualifications necessary for cooperating teachers.

7. A study of the effectiveness of institution-wide staff cooperation in program planning, policy formation, curriculum revision, and program evaluation. Such a study would seek factors that tend to promote the desired cooperation. Conversely, it would seek to reveal those forces and conditions that constitute impediments to a full realization of effective cooperation.

8. A study or studies to determine the roles of the intern, the intern supervisor, the cooperating teacher, the principal of the cooperating school, and others in an effective internship program.

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APPENDIXES

APPENDIX A

THE QUESTIONNAIRE

1. In many of our colleges it is possible, within the limits of the four-year program leading to a Bachelor's Degree, for students to achieve certification in Elementary School Course plus certification in some other area.

- (a) What is your general feeling regarding this practice? Do you favor it? Why or why not?
- (b) Please check the dual certification programs that are offered in your institution. Use the following code: (1) Frequently used; (2) Seldom used; (3) Never used; (4) To be offered in the near future; (5) Recently discontinued.

_____ Elementary School Course and Early Childhood Education

_____ Elementary School Course and Education of the Exceptional Child (one sub-area)

_____ Elementary School Course and Education of the Exceptional Child (comprehensive coverage)

_____ Elementary School Course and one Special Field in Secondary

_____ Elementary School Course and _____

_____ Elementary School Course and _____

_____ Elementary School Course and _____

- (c) For any of the above that you have marked (1) describe what you consider your most pressing current problem.

2. In your program for the preparation of elementary school teachers, how do the following areas of preparation rank in the order of the seriousness of the problems they present? (1—of most concern; 2—of less concern; 3—of least concern)

_____ General Education Requirements

_____ Professional Education Requirements

_____ Elementary School Course Requirements

For the area that you have marked (1) describe what you consider to be your most pressing current problem.

3. Listed below are certain aspects of or provisions for the screening and selection of students in programs for the preparation of elementary

school teachers. Please rank these (1, 2, 3, etc.) in the order in which they are presenting problems in your overall program.

- ☐ The initial selective admission of students to elementary education
- ☐ The continuous appraisal of students in elementary teacher education
- ☐ Placement services for graduating seniors and graduates
- ☐ Follow-up services for your graduates in their initial teaching

Add other aspects if you wish.

From the area that you have marked (1) describe what you consider your most pressing current problem.

4. Listed below are certain aspects of a program of counseling for undergraduate students in elementary education. Please rank these in the order in which they are presenting problems in your overall program. (1, 2, 3, 4, etc.)

- ☐ Progressive retention of students in elementary teacher education
- ☐ Counseling of lower division students
- ☐ Counseling of upper division students
- ☐ Measuring students' abilities and aptitudes
- ☐ Formulation and review of policies for guidance and counseling procedures
- ☐ Remediation of students' deficiencies in preparation or qualifications
- ☐ Guidance of student choice in electives

Add other aspects if you wish.

From the area that you have marked (1) describe what you consider your most pressing problem.

5. Listed below are certain aspects relative to the provision for direct experiences with children. Please rank these (1, 2, 3, etc.) in the order in which they are presenting problems in your overall program in preparing elementary school teachers.

- _____ Direct experiences with children as an integral part of professional courses
- _____ Use of the Lab school in providing opportunity for direct experiences
- _____ Arranging with off-campus schools for direct experiences
- _____ Arranging with teachers in cooperating schools
- _____ Staff supervision of direct experiences
- _____ Relating direct experiences to the total instructional program

Add other aspects if you wish

- _____
- _____
- _____

For the item you have marked (1) describe what you consider your most pressing current problem.

6. Listed below are certain aspects of program evaluation in the pre-service education of elementary school teachers. Please rank these (1, 2, 3, etc.) in the order in which they are presenting problems in your overall program.

- _____ Participation of the education staff in program evaluation
- _____ Staff participation college-wide or university-wide in program evaluation
- _____ Student participation in program evaluation

Add others if you wish

- _____
- _____
- _____

From the area you have marked (1) describe what you consider your most pressing current problem.

7. Rank the following general areas in the order in which you feel they are presenting problems in your program of pre-service education of elementary school teachers.

- _____ Provision for dual certification
- _____ Meeting course requirements for state certification
- _____ Provisions for screening and selection of students
- _____ Provisions for guidance and counseling
- _____ Provision for direct experiences with children
- _____ Provisions for program evaluation

APPENDIX B

FLORIDA COLLEGES AND UNIVERSITIES STUDIED

State Supported (White)

Florida State University, Tallahassee

University of Florida, Gainesville

State Supported (Negro)

Florida Agricultural and Mechanical University, Tallahassee

Not State Supported (White)

Florida Southern College, Lakeland

Rollins College, Winter Park

Stetson University, DeLand

University of Miami, Coral Gables

University of Tampa, Tampa

Barry College, Miami

Not State Supported (Negro)

Bethune-Cookman College, Daytona Beach

Florida Normal and Industrial Memorial College, St. Augustine

APPENDIX C

PERSONS INTERVIEWED

University of Florida

Dr. Eleanor K. Green, Assistant Professor of Education.
Dr. Joseph W. Fordyce, Assistant Professor of Education.

Bethune-Cookman College

Dr. John S. Smith, Dean of the College.
Mrs. Florence L. Small, Chairman of the Division of Education.

Florida State University

Dr. W. T. Edwards, Professor of Education.
Dr. Robert L. Goulding, Professor of Education.
Dr. Sam Lastinger, Associate Professor of Education.
Dr. Edna E. Parker, Associate Professor of Education.

Florida Agricultural and Mechanical University

Dr. Melvin O. Alston, Dean, College of Education.
Dr. A. A. Abraham, Professor of Education.
Mr. Paul W. Butler, Assistant Professor of Education.
Dr. Elsie H. Wallace, Professor of Education.

Florida Normal and Industrial Memorial College

Dr. Royal W. Puryear, President.
Mr. Bradley G. Moore, Associate Professor of Education.

Stetson University

Dr. Ray V. Sowers, Professor of Education.
Mr. Rupert J. Longstreet, Professor of Education.
Mr. Harland C. Merriam, Assistant Professor of Education.

Barry College

Sister M. Dorothy, Dean, and Professor of Education.

Rollins College

Audrey Lillian Packham, Professor of Education.

University of Miami

Dr. John R. Beery, Professor of Education, and Dean, School of Education.
Dr. Ruby H. Warner, Professor of Education.

University of Tampa

Dr. M. C. Rhodes, Dean of Administration.
Dr. Zoe Cowen, Associate Professor of Education.
Dr. Robert L. Mohr, Professor of Education.

Florida Southern College

Dr. James C. Peel, Dean, and Professor of Education.
Dr. Jean A. Battle, Dean of Students, and Professor of Education.
Mrs. Julia Snook, Assistant Professor of Education.
Mr. James G. Ogden, Jr., Professor of Education.

APPENDIX D

GENERAL PREPARATION REQUIREMENT FROM FLORIDA STATUTES¹

General Preparation Requirement

A broad general background is considered essential in the preparation of teachers. Comprehensive courses covering the areas listed below are most desirable. Where such a plan has not been followed, the transcript of the applicant will be reviewed to ascertain the extent to which the scope and purposes of general education have been met. With the exception of area 2, methods courses may not be used to meet the requirements set forth in general preparation. A total of not less than 45 semester hours in general preparation is required including not less than 6 and not more than 12 semester hours in each of the five groups listed below:

- (1) The Arts of Communication:
(Minimum requirement, 6 semester hours in English composition, rhetoric, grammar. Speech, journalism and elementary foreign languages may also be counted.)
- (2) Human Adjustment:
(Health, physical education, psychology, religion, philosophy, logic, ethics, nutrition, problems of living in home and family, community living.)
- (3) The Biological and Physical Sciences; Mathematics:
(Comprehensive courses or separate subject arrangement are acceptable, but in no case may the entire amount be presented from mathematics.)
- (4) The Social Studies:
(Comprehensive courses or separate subject credit in at least two of the following: geography, history, political science, sociology, anthropology, economics.)

NOTE: Credit in American history, U. S. government, and geography is particularly desirable under the separate course arrangement.

- (5) Humanities and Applied Arts:
(Comprehensive course in the humanities or separate subject credit in at least two of the following: literature ((English, American, world)); literature written in a foreign language; technological arts; constructive design and fine arts; art as applied to personal and family living; music.)

¹State Board Regulations Relating to Florida Requirements for Teacher Education and Certification, Revised and Adopted July 21, 1953. Tallahassee, Florida: State Department of Education, p. 247. (Mimeographed.)

APPENDIX E

PROFESSIONAL EDUCATION REQUIREMENT FROM FLORIDA STATUTES¹

Professional Preparation Requirement

Professional preparation includes courses designed to acquaint the prospective teacher with the instructional task. The requirements for professional preparation include "Course Requirements in Education" and requirements regarding "Practical Experience in Teaching" totaling no less than 20 semester hours. These requirements apply to elementary teachers, secondary teachers, and administrative and supervisory personnel.

Course Requirements in Education

(1) Foundations of Education - 6 semester hours

(Such a comprehensive course should provide the social and psychological bases of an instructional program. Separate courses such as those dealing with school and society; introduction to education; history, principles and philosophy of education; educational psychology; child and/or adolescent psychology; and growth and development of the individual will count toward meeting this requirement but are not as desirable as a comprehensive course; however, in all cases both social and psychological areas must be represented.)

(2) Teaching in the Elementary School and/or Secondary School - 6 semester hours

(Such a comprehensive course should present an overview of the entire school program and give specific help with respect to the principles of teaching, methods, curriculum, evaluation, school organization, and administration needed by teachers in the public schools. Separate courses covering essentially the same material are also permissible.)

In all areas where certification for grades one through twelve is given, the training in area 2 must include a comprehensive course covering grades one through twelve or at least 3 semester hours at the elementary level and at least 3 semester hours at the secondary level.

A teacher who wishes only elementary certification may take all 6 semester hours in elementary education; a teacher who wishes only secondary certification may take all 6 semester hours in secondary education.

¹State Board Regulations Relating to Florida Requirements for Teacher Education and Certification, Revised and Adopted July 21, 1953. Tallahassee, Florida: State Department of Education, pp. 248-50. (Mimeographed.)

(3) Special Methods - 2 semester hours

for Elementary Teachers

(Unless the comprehensive course above includes adequate attention to methods of teaching reading, a separate course is required. In case the techniques of teaching reading have been presented in general course, this special requirement of 2 semester hours may be met through a course dealing with evaluation or with organization and administration of schools from the viewpoint of a classroom teacher.)

for Secondary Teachers

(Such a course should give specific help with reference to teaching materials, content, and techniques in at least one of the subject fields to be shown on the certificate.)

NOTE 1: A course in special methods which carried credit either in "Education" or in the "Special Subject Field" may be counted.

NOTE 2: Institutions may provide a reorganization (subject to approval of the State Department of Education) of items "Teaching in the Elementary and/or Secondary School" and "Special Methods" provided 8 semester hours are required.

Practical Experience in Teaching

The applicant must have fulfilled one of the following plans for obtaining actual classroom experience:

Plan 1. He must have served in a college internship program approved by the Department. The internship should carry not less than 6 semester hours. The internship must have been done in the field(s) and at the age level(s) which the applicant intends teaching.

Plan 2. He must have at least 6 semester hours of observation and practice teaching in the field(s) and at the age level(s) which the applicant intends teaching. (The 6 semester hours interpreted to include not less than 160 clock hours with the student in full charge of the class for at least 100 clock hours.

Plan 3. He must have had not less than three years of successful teaching experience in public schools or other accredited elementary or secondary schools OR a combination of 3 semester hours in observation and practice teaching and two years of successful teaching experience. (No other combination may be accepted to meet this requirement.)

NOTE: When successful teaching experience is substituted in any of the above cases, such experience must be attested to by responsible school officials under whom the applicant taught. In every instance, at least 20 semester hours in education must be presented for satisfaction of the professional preparation requirement.

APPENDIX F

ELEMENTARY SCHOOL COURSE REQUIREMENTS FROM FLORIDA STATUTES¹

Elementary School Course

(The training in this section may be provided in separate courses, or in comprehensive courses as the training institutions may determine on approval of the State Department of Education. When comprehensive courses are developed the total program shall reflect to the satisfaction of the State Department of Education at least the relative minima in the various areas, except as they are cared for in separate courses.)

Plan One. The applicant must hold a degree based on four years of work from a standard institution and must have a major in elementary education approved by the State Department of Education.

OR

Plan Two. He must present a program of 27 semester hours in elementary education which must include credit in each of the five areas listed below with a minimum of 6 semester hours in each of areas 4 and 5. The above programs must include credit in health education, physical education, art, and music to meet the needs of the elementary school child.

Area 1. Introduction to Materials for Use With Children (This includes familiarity with textbooks, library materials, literature for children, visual aids, etc.)

Area 2. Exploring the Child's Physical Environment (This includes content from the field of science for use with elementary pupils and some experience with simple machines and tools.)

Area 3. Exploring the Child's Social and Economic Environment (This includes content giving particular emphasis to school-community study, to ways of living of different people, to human and natural resources of Florida, to living in home and family, to man's primary economic needs—food, shelter, clothing.)

NOTE: Credit in geography may be substituted for this area.

Area 4. Exploring the Child's Personal-Social Environment (This includes content in physical education, health, safety, and home arts with proper emphasis on nutrition, clothing, shelter.)

¹State Board Regulations Relating to Florida Requirements for Teacher Education and Certification, Revised and Adopted July 21, 1953. Tallahassee, Florida: State Department of Education, pp. 257-58. (Mimeographed.)

NOTE: Unless a comprehensive course is developed, not less than 2 semester hours in physical education and 2 semester hours in health education must have been earned. It is presumed that a comprehensive course will cover both of these subjects.

Area 5. Creative Arts and Materials for Use With Children (This includes content from both the area of constructive design and that of music for use with the elementary pupil.)

NOTE: Applicants who are eligible for a Provisional Graduate (or higher) Certificate covering any other teaching field may have "Elementary School Course" placed on the certificate provided they have:

- (1) Three (3) semester hours in teaching in the elementary school as described in paragraph (2) under "Course Requirements in Education" on page 248.
- (2) Two (2) semester hours in special methods in the elementary school as described in paragraph (3) under "Course Requirements in Education" on page 249.
- (3) Twenty (20) semester hours from the specialization requirement for Elementary School Course as described on pages 257-258, including the full requirements in areas 1, 4, and 5, OR for Restricted Certification - 10 semester hours from the specialization requirements for Elementary School Course as described on pages 257-258 with some credit from each of areas 1, 4, and 5.

BIOGRAPHICAL SKETCH

Roy E. Dwyer was born in West Brownsville, Pennsylvania, on May 31, 1914. He received the Bachelor of Science degree in Education from State Teachers College, California, Pennsylvania, in 1937. For two years following his graduation, he served as an elementary school teacher in Centerville Borough schools in Pennsylvania. From the fall of 1939 until his induction into the army in December, 1940, he served as a teacher in the Miami Country Day School in Miami, Florida. Following his discharge from the army in 1941, he worked for three and one-half years for Consolidated Aircraft Corporation in Miami, Florida, serving as Project Coordinator in the Department of Production Control. For two years following the termination of the war, he was co-owner of a candy manufacturing establishment known as Tropic House. From 1948 to 1952 he was a sixth grade teacher in the Little River Elementary School, Dade County, Florida. During this period he attended the University of Miami in Coral Gables, Florida, and in June, 1951 was awarded the Master of Education degree. In June, 1952 he entered the University of Florida as a full-time graduate student. For the summer session of 1953 he served as visiting instructor in elementary education at Tulane University, New Orleans, Louisiana. From September, 1953 to December, 1953, he taught seventh grade at the Stephen Foster School in Gainesville, Florida. In December, 1953, he went to Atlanta, Georgia, to serve for two quarters as interim instructor in the Emory University-Agnes Scott College joint education program. For the school year 1954-55, the summer session of 1955, and the fall semester of the 1955-56 school year, he held an interim instructorship in elementary education at the University of Florida. He is a

member of Phi Delta Kappa and Kappa Delta Pi, honorary education societies, the Association for Supervision and Curriculum Development, the Association for Childhood Education International, the Association for Student Teaching, and the National Society for the Study of Education.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of the committee. It was submitted to the Dean of the College of Education and to the Graduate Council and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

June, 1957

J. B. White
Dean, College of Education

Dean, Graduate School

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